ED 462 534   AA 001 344

Resources in Education (RIE). Volume 37, Number 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- The print version of "Resources in Education" ceased publication with Volume 36, Number 12, December 2001. RIE data will continue to be produced and will be available in electronic format.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE), the document portion of the ERIC database, announces (catalogs, indexes, abstracts) documents of interest to the educational community, including researchers, teachers, students, school board members, school administrators, counselors, parents, etc. It provides for electronic searching by Subject, Personal Author, Institution, Publication Type, ERIC Clearinghouse Number, Geographic Source, Target Audience, and other data fields. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database. The COM edition contains all five of the indexes formerly available in the printed edition. The first accession in each issue of RIE data is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (AB)

ED 462 535   CE 082 016

Zandniapour, Lily; Conway, Maureen
Closing the Gap: How Sectoral Workforce Development Programs Benefit the Working Poor. SEDLP Research Report. The Sectoral Employment Development Learning Project.
SPONS. AGENCY- Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 43p.; Produced by the Economic Opportunities Program, Aspen Institute. For related Sectoral Employment Development Learning Project (SEDLP) documents, see ED 442 985, ED 444 017, and ED 449 333-334.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Learning; Allied Health Occupations; Building Trades; Case Studies; Community Colleges; Comparative Analysis; *Educational Benefits; Employment Level; Employment Patterns; Income; Inner City; Job Satisfaction; *Job Training; *Labor Force Development; Labor Market; Longitudinal Studies; Office Occupations; Participant Characteristics; Postsecondary Education; Poverty; *Program Effectiveness; Salary Wage Differentials; Tables (Data); Underemployment; Unemployment; Urban Education; *Vocational Education; Work Experience; Working Class; Youth Employment

Principles; Educational Research; Educational Technology; Educational Trends; Guidelines; Intensive Language Courses; Labor Force Development; *Learning Theories; Literature Reviews; Multiple Intelligences; National Surveys; Performance Based Assessment; Postsecondary Education; Public Policy; Second Language Instruction; Staff Development; Student Evaluation; S Multisensory Modality
IDENTIFIERS- Multisensory Modality

In adult education, the term "accelerated learning" (AL) is usually associated with programs designed to meet the needs of adult learners whose many commitments prevent them from participating in traditional programs. Within the field of training and development, however, AL identifies an approach to learning that is multidimensional in nature and places the learner at the center of the experience. Sometimes called "superlearning" or "suggestive-accelerative learning and teaching," AL has been influenced by a number of modern movements, including natural learning, the theory of multiple intelligences, learning style research, collaborative learning, and the decline in behaviorism as the dominant educational philosophy. The following are among the techniques or strategies that are used in AL and also recommended for adult learning: nonthreatening teaching-learning environments; teachers and learners as equals in collaborative environments; the use of small groups; and the importance of learners' experience as a resource. AL also stresses the use of multisensory learning environments that tap into multiple intelligences. When the adult education literature speaks of accelerated programs or learning, "accelerated" generally refers to time and intensity rather than to methodology. Adaption of the original theory is one of the trends related to AL. (An annotated list of 20 resources constitutes approximately 80% of this document.) (MN)

ED 462 552 CE 082 932

Barz, Heiner
Learning and Education in the Context of Social Milieus: The Risks and Benefits of Social and Cultural Capital.
PUB DATE- 01
NOTE- 26p.; Paper presented at the European Society for Research on the Education of Adults (ESREA) Education Research Conference, "Wider Benefits of Learning: Understanding and Monitoring the Consequences of Adult Learning" (Lisbon, Portugal, September 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Adult Education; *Adult Learning; Comparative Analysis; Cultural Differences; Education Work Relationship; Educational Attitudes; *Educational Benefits; Educational Research; Enrollment Trends; Foreign Countries; *Lifelong Learning; Participation; Postsecondary Education; Research Projects; Role of Education; *Social Capital; *Social Class; *Social Differences; Womens Education
IDENTIFIERS- Cultural Capital; Germany (Munich)

The benefits of and barriers to lifelong learning were examined in two studies of the relationship between social milieu and interest in, access to, and participation in adult education. The first study was conducted in Freiburg, Germany, in 1995-1998, and the second study was conducted in Munich, Germany, in 2000-2002. The Freiburg study focused on women from two milieus of the upper class and two of the lower class. All social

Board's High Schools That Work initiative, which was aimed at raising the achievement of career-bound high school students. Walhalla raised its standards by eliminating general and remedial courses and requiring all students to complete an upgraded academic core of mathematics, science, and English courses. Students were required to plan their course selections around five career concentrations. The following were among the strategies used by Walhalla's administrators and teachers to improve the services provided to students and students' performance: (1) actively involving the faculty; (2) providing staff development; (3) supporting teachers in using new instructional methods; (4) involving parents and the community; (5) using the Gold Seal achievement program to get students to meet higher standards; (6) providing positive academic counseling for students; (7) working closely with the area career center; (8) connecting rigorous academic concepts to their applications in the workplace; (9) instituting block scheduling; and (10) using data for school improvement. Walhalla's restructuring efforts have resulted in improvements in student attendance, motivation, and academic performance.(MN)

ED 462 569 CE 082 964

Case Study: Wallace-Rose Hill High School, Teachey, N.C.
PUB DATE- 99
NOTE- 19p.; Part of the High Schools That Work (HSTW) Initiative. For other case studies, see CE 082 956-963 and UD 034 827.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Education; Academic Standards; Administrator Role; Black Students; Career Counseling; Case Studies; *Change Strategies; Core Curriculum; Counseling Services; Course Selection (Students); Curriculum Development; Delivery Systems; Education Work Relationship; Educational Change; Educational Counseling; Educational Environment; *Educational Improvement; Educational Quality; Educational Technology; Employment Qualifications; Guidelines; High Schools; *Instructional Leadership; Integrated Curriculum; National Standards; Noncollege Bound Students; Partnerships in Education; Principals; Program Effectiveness; School Business Relationship; School Community Relationship African Americans; High Performing Schools; *High Schools That Work; Southern Regional Education Board; Workplace Learning
IDENTIFIERS- African Americans; High Performing Schools; *High Schools That Work; Southern Regional Education Board; Workplace Learning

In 1992, school leaders and teachers at Wallace-Rose High School in Teachey, North Carolina, began a multi-year whole-school improvement initiative that included the following actions: (1) identify low-performing students; (2) develop a team of faculty and administrators to work with low-performing students; (3) reduce class size for low-performing students; (4) provide extra help by extending the school day; and (5) combine school and community resources to focus on helping students succeed. Wallace-Rose adopted the following strategies for improvement: (1) require all students to complete a challenging academic core and a major; (2) raise expectations in the school and classroom; (3) provide organization, time, and staff development to support student improvement; (4) teach in ways that motivate students to learn challenging content; (5) upgrade the vocational program; (6) develop a guidance and advisement system; (7) organize work-based learning for students; and (8) use data to guide school practices. The and minority and women participants in the training programs were identified and interviewed along with some program participants identified by the USEACs. The Department of Commerce did not coordinate closely with the SBA when introducing its export-training program. As a result, Commerce and the SBA provided separate and duplicative training programs for potential business exporters, although the Commerce program is aimed at serving minority- and women-owned firms. Three of the 10 USEACs had combined both programs into a single export program. Evaluation of the various programs was impeded by the fact that neither Commerce nor the SBA systematically collected outcome data for their export training programs. The GAO recommended that the Trade Promotion Coordinating Committee eliminate duplication of export training services by determining the best way to combine the SBA and Commerce export-training programs delivered by USEACs. (Comments from the Department of Commerce are appended.) (MN)

ED 462 586   CE 083 030

Mihm, J. Christopher
Human Capital: Practices That Empowered and Involved Employees.
  Ranking Member, Subcommittee on Oversight of Government
  Management, Restructuring, and the District of Columbia,
  Committee on Governmental Affairs, U.S. Senate.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Decision Making; *Employer
  Employee Relationship; *Employment Practices; *Empowerment;
  *Human Capital; Job Performance; Job Satisfaction; *Labor Force
  Development; Leadership; Morale; On the Job Training;
  Organizational Climate; Organizational Communication;
  Organizational Development; Organizational Objectives;
  Performance Factors; Personnel Management; *Public Agencies;
  Teamwork; Training Methods; Unions; Work Environment
IDENTIFIERS- Federal Aviation Administration; Federal Emergency
  Management Agency; Internal Revenue Service; Office of
  Personnel Management; Veterans Benefits Administration

The General Accounting Office (GAO) examined selected experiences that six government agencies implemented to help empower or involve frontline employees. The agencies reviewed were as follows: the Federal Aviation Administration; the Federal Emergency Management Agency; the Internal Revenue Service; the Office of Personnel Management; and the Veteran's Benefits Administration. The study organizations used six key practices in their initiatives to empower and involve employees. Those practices were as follows: (1) providing sustained leadership commitment to open communications and support culture change; (2) engaging unions to include all perspectives in achieving consensus about needed changes; (3) using a variety of formal and on-the-job training approaches to facilitate development of new skills; (4) encouraging employees to combine their resources and talents by working together in teams; (5) involving employees in planning and sharing performance information so that employees help shape agencies' goals and better understand how their day-to-day activities contribute to results; and (6) empowering staff by giving them the authority they need to make decisions and effectively conduct agency operations. The GAO recommended that government agencies adopt these practices to improve their performance, enhance employees' morale and job satisfaction, and provide a working

(Phil Newbury); "Chelmer Valley High School, Broomfield" (Jim Aylen-Smith); "Clacton County High School, Clacton-on-Sea" (Peter Wakeford); "Colbayns High School, Clacton-on-Sea" (John Raynor); "Davenant Foundation School, Loughton" (Elizabeth Moore); "The Harwich School, Harwich" (Suzanne Lynch); "Hylands School, Chelmsford" (Ian Rawstone); "Mayflower High School, Billericay" (Richard Maples); "Philip Morant School, Colchester" (Peter Johnson); "Rickstones Sixth Form College, Witham" (Maria Burton); "St. Mark's West Essex Catholic School, Harlow) (Ann Lawler); "St. Peter's High School, Burnham-on-Crouch" (Glen Michael); "Saffron Walden County High School, Saffron Walden" (Stephen Munday); and "The Sandon School, Sandon" Richard Chandler). (MN)

ED 462 602 CE 083 055

Figgis, Jane; Alderson, Anna; Blackwell, Anna; Butorac, Anne; Mitchell, Keith; Zubrick, Ann
What Convinces Enterprises To Value Training and Learning and What Does Not? A Study in Using Case Studies To Develop Cultures of Training and Learning.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 01
NOTE- 124p.; Case studies are appended.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Case Studies; Change Strategies; Cost Effectiveness; Definitions; *Educational Attitudes; Educational Research; *Employer Attitudes; Feasibility Studies; Foreign Countries; Guidelines; Informal Education; Job Training; Learning Processes; Marketing; Models; Organizational Change; Organizational Climate; Postsecondary Education; Research Methodology; *Research Utilization; Role of Education; School Business Relationship; Secondary Education; Training Methods; Training Objectives; *Vocational Education
IDENTIFIERS- *Australia; Educational Marketing; Learning Organizations

A study examined the feasibility of using case studies to convince enterprises to value training and learning. First, 10 Australian enterprises were studied in sufficient depth to construct a comprehensive picture of each enterprise, its culture, and the strategies it uses to develop the skills and knowledge of individual employees and the organization as a whole. Next, the case study findings were presented to 10 different enterprises. Those enterprises were asked to identify what in the materials convinced them that rethinking their own approaches to training and learning might prove profitable. Most enterprises considered informal strategies for skill development more important and effective than has been acknowledged by Australia's vocational education and training sector. The enterprises also liked the cost-effectiveness and flexibility of informal strategies. The following were among the key findings: (1) real and detailed examples should be used when attempting to convince enterprises to rethink their approach to training and learning; (2) although enterprises are concerned with calculating returns on investment in training and learning, they do not necessarily need to see the impact directly in dollars in their bottom line; and (3) personal interaction is the most effective channel of communication with enterprises. (The bibliography lists 64 references. The 10 case studies are appended.) (MN)

ED 462 603 CE 083 056

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Academic Standards; Administrator Guides; Articulation (Education); Attitude Change; Case Studies; Change Agents; *Change Strategies; Colleges; *Curriculum Development; *Education Work Relationship; *Educational Change; Educational Environment; Educational Objectives; Foreign Countries; Guidelines; *High Schools; Integrated Curriculum; Leadership; National Standards; *Organizational Change; Organizational Climate; Partnerships in Education; Postsecondary Education; Professional Development; School Business Relationship; Secondary Education; Staff Development; Teacher Attitudes; Teaching Guides; Teamwork; Technical Institutes; Vocational Education
IDENTIFIERS- Change Management; *England; General National Vocational Qualif (England); National Vocational Qualifications (England)

This document is intended to assist teachers and managers in England's schools sector in their efforts to introduce an effective and flexible curriculum at Key stage 4 (ages 14-16) that extends to work-related learning. The first two-thirds of the document discusses the following steps in managing curriculum change: (1) make curriculum change a high priority; (2) provide support to achieve success; (3) plan and provide resources for effective curriculum change; (4) ensure that all pupils participate in work-related learning as part of their entitlement; (5) work to strengths and field the best team to participate in new curriculum initiatives; (6) make use of external partners to achieve successful curriculum change; (7) provide effective leadership to drive change; (8) create a shared approach as a vehicle for effective change; (9) recognize and use staff contributions; (10) disseminate good practice; (11) gain the confidence of staff; (12) deal with negative perceptions of change and professional development; and (13) recognize and deal effectively with staff wants and needs. The remainder of the document presents three case studies showing how three very different high schools coped successfully with curriculum change and achieved significant improvements from the standpoints of quality and range of courses provided and levels of student achievement. (Contains 40 references.) (MN)

ED 462 620 CE 083 089

Harper, Eddie; Knapp, John
Shielded Metal Arc Welding and Carbon Arc Cutting--Air. Teacher Edition and Student Edition and Student Workbook. Third Edition.
PUB DATE- 02
NOTE- 355p.; Earlier edition written by Clarence Fortney, Mike Gregory and Larry New.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Basic Skills; Behavioral Objectives; *Classroom Techniques; Competence; *Competency Based Education; Employment Qualifications; Evaluation Methods; Guidelines; Job Skills; Learning Activities; Lesson Plans;

Practice Relationship; *Youth; *Youth Problems
IDENTIFIERS- Traumas

Contained in this publication are re-prints of articles which deal with guiding youth and families from risk to resiliency that appeared in the journal, Resiliency in Action. This compilation shares the results of scientific studies showing how people overcome risk, trauma, and adversity. The articles exemplify how the field of psychology is moving from the deficit approach to a strengths-based model. The collection also focuses on articles that help facilitate the practical application and evaluation of the resiliency paradigm. The book is divided into six sections which address the foundations of resiliency; resiliency and schools; resiliency and communities; creating connections through mentoring, support, and peer programs; resiliency and youth development; and resiliency and families. (Contains 10 figures, 9 tables, and 90 references.) (JDM)

ED 462 636 CG 031 429

Korostelina, Karina V.
Identity Based Training: Toward Peacebuilding in Multicultural Societies.
PUB DATE- 02
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Conflict Resolution; *Cross Cultural Training; Educational Games; *Ethnic Groups; Ethnic Studies; Foreign Countries; Group Activities; *Identification (Psychology); Learning Activities; *Social Integration; Social Theories
IDENTIFIERS- *Social Identity; Ukraine

The article presents identity-based training created on the basis of the social identity theory, categorization theory and common identity model. Training consists of three parts: (1) multiplicity and salience of identity; (2) identity as a course of conflicts; (3) ways for tolerance recategorisation, decategorisation, and mutual differentiation. Special set of games and exercises were created and three series of both traditional and identity-based trainings were conducted for leaders of ethnic communities and non-government organizations of Crimea. To estimate the effectiveness of trainings the method of semantic differential was used before and after trainings. Results show that identity-based training in comparison with traditional ones influence transformation of evaluation of conflict toward more changeable and resolvable and provide more knowledge and understanding of communal conflict's roots. (Contains 2 tables and 66 references.) (JDM)

ED 462 637 CG 031 461

Springer, Shauna H.; Larson, Lisa M.; Tilley, Brian P.; Gasser, Courtney E.; Quinn, Aaron C.
The Development of an Educational and Career Outcome Expectancy Scale.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Counseling Theories; Counselor Training; Elementary Secondary Education; Ethics; Higher Education; *Professional Training; *School Psychologists; School Psychology; *Supervision; Supervisory Methods
IDENTIFIERS- National Association of School Psychologists; *Professional Ethics

This book presents a comprehensive treatment of the supervision of school psychologists. It is useful for field supervisors of school psychology interns, school psychologists acting as supervising school psychologists, and graduate students enrolled in a supervision course. Because of the book's emphasis on human development, effective management strategies, case examples, and ethical dilemmas, it is particularly relevant to those new to the supervisory role. Case studies, exercises, supervisory protocols, and suggestions are provided to facilitate the development of supervisory expertise. In addition, examples of pertinent ethical dilemmas provide opportunities for exercises in supervisory problem solving. The appendix includes the National Association of School Psychologists (NASP) Standards: Training, Field Placement, and Credentialing and the NASP Professional Conduct Manual. (Contains over 350 references.) (Author/JDM)

ED 462 657 CG 031 599

Depression: What Every Woman Should Know.
PUB DATE- 00
NOTE- 26p.; Originally developed for the Depression Awareness, Recognition, and Treatment (D/ART) program. Revised by Margaret Strock. For Spanish version, see CG 031 583.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *At Risk Persons; Biological Influences; *Depression (Psychology); Developmental Stages; Emotional Problems; Environmental Influences; *Females; Intervention; Outcomes of Treatment; Pharmacology; Predictor Variables; Psychopathology; Psychotherapy; Social Influences; Symptoms (Individual Disorders)
IDENTIFIERS- Electroconvulsive Therapy; Herbal Medicine

This publication, written in English, explains why women are at greater risk for depression than men. Types of depressive illnesses are explained along with the symptoms. It states that some women are predisposed genetically to depression but biochemical, environmental, psychological, and social factors also contribute to its occurrence. Depression is considered at the different stages of a woman's life, including during adolescence, childbirth, and old age. Depression is a treatable illness and interventions can include a combination of medication, herbal therapy, psychotherapy, and electroconvulsive therapy. Where to go for help is discussed and several national organizations are listed for additional information. (JDM)

ED 462 658 CG 031 601

Kinelski, Kristin; Markowitz, Jessie; Chambliss, Catherine individuals with unique talents and needs. Even the words they use "to teach" are no longer their own as they read their way through the tightly scripted manuals. In addition to district and state mandates, the federal government has joined in the attack as monies are distributed or withheld based on schools' compliance with the "scientific" research that robs educators of their power to think and act. This book dejargonizes the research and takes readers behind the curtain, using the author/educator's own research and analysis of the issues, applying them to real classrooms in an easy-to-read format teachers can use. The book takes on the National Reading Panel (NRP) Report, specifically the research summarized in the phonics subgroup report, and robs it of its power by meticulously documenting its basic flaws. In the process, the book enables readers to respond to the "research says" claims with solid arguments, using the NRP's very own words. Furthermore, it reveals the true findings of the NRP's report on commercial programs and isolated phonics instruction and the strong financial links that are connected to its "science." It gives educators the tools they need to stand up and talk back. (Contains 67 notes and 39 references. Appendix A lists studies in the phonics database, their characteristics and effect sizes; Appendix B lists studies included in the NPR meta-analysis.) (NKA)

ED 462 679 CS 014 623

Langer, Judith A.
Guidelines for Teaching Middle and High School Students To Read and Write Well: Six Features of Effective Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 17p.; Written with Elizabeth Close, Janet Angelis, and Paula Preller.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Classroom Environment; *English Curriculum; High School Students; High Schools; *Instructional Effectiveness; Learning Activities; Middle School Students; Middle Schools; *Reading Achievement; *Reading Instruction; Teacher Role; *Writing Achievement; *Writing Instruction
IDENTIFIERS- *Collaborative Learning

The guidelines included in this booklet draw from a 5-year study reported in "Beating the Odds: Teaching Middle and High School Students to Read and Write Well," which investigated English programs in 44 classrooms in 25 schools in four states. The booklet states that, by comparing typical programs with those that get outstanding results, researchers have been able to identify the features of the more effective programs. It adds that, in comparing two sets of classrooms, researchers have been able to identify and validate the following six features of instruction that make a difference in student performance: students learn skills and knowledge in multiple lesson types; teachers integrate test preparation into instruction; teachers make connections across instruction, curriculum, and life; students learn strategies for doing the work; students are expected to be generative thinkers; and classrooms foster cognitive collaboration. The booklet discusses each one of these six features in turn, presenting some activities that interactions to examine how a teacher's use of deixis socializes children about what constitutes good eating practices and what cultivates them. The data for this paper came from a larger study of language socialization practices, specifically looking at how children are introduced to local ideologies of appropriate social self in the Korean-American preschool. The paper first introduces the research site, then briefly goes over four different types of discourse strategies used in socializing children into certain social rules, and discusses the last type with transcribed video data that relates to the topic of the paper, teacher's use of deixis. It explains that there are four classes in the preschool, more or less corresponding to the age of the children, and it states that four different discourse strategies employed by the Korean preschool teachers were observed: statement of rules; rhetorical questions; teasing; and personalized statement. (NKA)

ED 462 699 CS 510 753

Stroud, Scott R.
Kurukshetra and the O.K. Corral: A Comparative Narrative Analysis of "Wyatt Earp" and the "Mahabharat."
PUB DATE- 02
NOTE- 15p.; Paper presented at the Annual Meeting of the Western States Communication Association (Long Beach, CA, March 2-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Response; Comparative Analysis; *Cultural Context; Epics; *Film Study; *Mythology; Rhetoric; World Literature
IDENTIFIERS- Analytic Approach; Mahabharata; Narrative Theory

Each culture advances its own inflected narrative rejoinder to the issues that have confronted it from both time immemorial and in recent developmental history. The important aspect of such a process, however, is that "mythic narratives" allow for answers to be advanced to pressing needs that any particular society may consider important. Keeping with an emphasis on myth in current scholarship, the field of rhetoric has advanced knowledge on how myths are promulgated in modern society. Through such mediums as film, mythic narratives are seen as providing powerful answers that attract societal interest. One approach exists that takes advantage of narrative theory in describing myths and how they compare with myths in other cultures. Two mythic narratives enshrined in film exemplify the heuristic value of this approach, the 1994 American filmic retelling of "Wyatt Earp" and a contemporary Indian film version of the Hindu epic, the "Mahabharata" (entitled "Mahabharat"). By examining the implied audience that these popular films project, the insights of narrative theory can be used to unearth the philosophical and normative themes within these mythic narratives that audiences reject, accept, or alter in future mythic discourse. The research in this paper continues this theoretical approach, extending the comparative power of narrative theory by utilizing myths in the description of culture and cultural warrants for audience action or belief. The paper elucidates a methodology grounded in narrative theory and contextualized mythology. It finds that while both of these narratives share a common micromyth of family revenge and regaining of power, the important cultural differences manifest themselves on the macromyth level. (Contains 69 references.) (NKA) dominant discourse to illustrate how "whiteness" is both privileged and reified in the composition classroom. Many studies analyze "whiteness" as it relates to "blackness," and that is the approach taken in the paper. In the paper, the writings of Kyle, a red-haired white fraternity boy of Irish descent, provide a "whiteness transparency" through which the academic experiences of Rowena, a black female from a working class background, can be viewed. (Cites 23 works. Examples of both students' writing are attached.) (NKA)

ED 462 719 CS 510 809

Bachman, Tori Mello
Prepare Your Child For Reading Tests: Tips for Parents = Prepare a sus hijos para tomar pruebas de lectura: Ideas para padres.
PUB DATE- 02
NOTE- 13p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Parent Participation; *Parent Student Relationship; Reading Achievement; Reading Aloud to Others; *Reading Tests; Test Anxiety; *Test Wiseness

Parents can help their children prepare for reading tests in a number of ways, not only just before the test, but also with everyday activities. There are generally two types of reading tests given to students: tests given by teachers throughout the year to see what information students have retained, and more formal, often standardized, tests that are given to determine if students are meeting certain grade-level standards. Things parents can do to prepare their children in the days before the test are: explain the importance of tests, but develop a positive attitude; make sure the child gets a good night's sleep; a good breakfast is important; provide a nutritional snack to eat during break time; and stay positive on test day. Things parents can do on a regular basis include: be involved; read lots of different things with your child; encourage your child to ask about words he or she does not understand; make sure homework is being completed every night; urge your child to listen carefully to directions; visit your local library with your child; and allow your child to use educational, reading-based computer software programs. A 12-item list of additional resources from the International Reading Association is attached. (RS)

ED 462 720 CS 510 811

Make the Reading-Writing Connection: Tips for Parents of Young Learners = Haga el enlace entre lectura y escrita: Consejos para padres de jovenes que estan aprendiendo.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Learning Activities; *Literacy; *Parent Participation; *Parent Student Relationship; Reading Improvement; Reading Skills; *Reading Writing

Lindblad, Sverker, Ed.; Popkewitz, Thomas S., Ed.
Education Governance and Social Integration and Exclusion: National Cases of Educational Systems and Recent Reforms. Uppsala Reports on Education 34.
PUB DATE- 99
NOTE- 259p.; Funded by European Commission, Targeted Socio-Economic Research.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Educational Change; Elementary Secondary Education; Foreign Countries; *Governance; *Social Integration
IDENTIFIERS- Australia; Finland; Germany; Greece; Iceland; Portugal; Spain; Sweden; United Kingdom

This is the first report from the Education Governance and Social Integration and Exclusion (EGSIE) research project. The project focuses on relations between education governance on one side, and social integration and exclusion on the other. Educational reforms and changes in the governance of education are examined in 10 case studies in Australia, Finland, Germany, Greece, Iceland, Portugal, Spain, Sweden, and the United Kingdom. These case studies are based on analysis of official texts and national statistics in combination with research reviews in each country. Recent changes in ways to govern education are described. Different ways have been found to restructure education in different national cases as well as different routes in dealing with social integration and exclusion. Similarities are noted in discourses on education governance in different contexts. International organizations also play a vital part in education policy discourses in national contexts. This report provides the initial discussion into developing conceptual and methodological strategies for the future project. (Author/RT)

ED 462 741 EA 031 553

Malone, Robert J.
Principal Mentoring: An Update.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 6p.; Contributions from Roy Tarley. Published four times per year. Theme issue. For earlier version, see ED 453 591.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Education; Administrator Guides; Educational Administration; Elementary Secondary Education; *Leaders Guides; *Leadership Training; Management Development; *Mentors; *Principals

Never before has the need for effective mentoring programs for principals been more urgent. Record student enrollment, an anticipated retirement of about 40 percent of principals, and a shrinking pool of those who aspire to be principals has brought about a shortage of principals and an alarming lack of qualified applicants. This research roundup summarizes five literary resources useful in addressing this situation: "A Step into the Principalship" (Gary Bloom and Marty Krovetz); "The School Administrator Handbook: Leading, Mentoring, and serious problem. The recent transition to a market economy and, since 1997, the devastating impact of the Asian financial crisis have encouraged the Lao government to practice budget cuts, to improve financial discipline and transparency, and to review its policies and practices in educational finance and budgeting. The increasing role of foreign donors, more rational budgetary procedures within a medium-term perspective and mechanisms of cost-sharing and financial diversification are some of the major challenges addressed in this book. An appendix contains background information on the Lao PDR, statistical tables, and charts. (RT)

ED 462 762 EA 031 627

Rysalieva, Symbat Dj.; Ibraeva, Gulmira A.
Educational Financing and Budgeting in Kyrgyzstan. Financial Management of Education Systems. Working Document.
PUB DATE- 99
NOTE- 84p.; Project sponsored by the Dutch Ministry of Foreign Affairs.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Finance Reform; Foreign Countries; *Money Management
IDENTIFIERS- *Kyrgyzstan

This book provides an indepth description and analysis of financial management and budgetary procedures for education in Kyrgyzstan. The case of this country is interesting for practitioners and researchers due to its policy of accelerated transition to a market economy, with associated hardships for educational finance and budgeting. Kyrgyzstan was obliged to make all possible efforts to pass through the difficulties and constraints of the transition period as quickly as possible to sustain the previous level of educational development and standards, and to achieve rapid transformation of the mechanisms of educational finance. This case study provides examples of application of "program-budgeting" techniques in education, global ceilings to replace the obsolete norms for budget estimates, measures for strict control over expenditure, fiscal discipline, cost-reduction, cost-sharing, and income-generation, as well as private education development. Appendices contain charts describing the organization of the Ministry of Education, Science, and Culture, and institutions under its supervision, and information on the Kyrgyz system of education. (Contains 10 tables.) (RT)

ED 462 763 EA 031 628

Davlatov, Ismail D.; Mulloev, Sharif M.
Educational Financing and Budgeting in Tajikistan. Financial Management of Education Systems. Working Document.
PUB DATE- 00
NOTE- 94p.; Project sponsored by the Dutch Ministry of Foreign Affairs.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Finance Reform; Foreign Countries; *Money Management
IDENTIFIERS- Tajikistan

This book provides an indepth description and analysis of financial management and budgetary procedures for education in Tajikistan. This country's case is exceptional even for the

DC.
PUB DATE- 00
NOTE- 136p.; For the October 1, 1996-September 30, 1999 report, see ED 436 903.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Disorders; *Behavior Modification; Classroom Techniques; Developmental Programs; Disabilities; Early Childhood Education; *Emotional Disturbances; Information Dissemination; *Inservice Teacher Education; Interpersonal Competence; Outreach Programs; Professional Development; *Research Utilization; Technical Assistance; Theory Practice Relationship
IDENTIFIERS- University of Georgia

This outreach project is based on the validated Developmental Therapy-Developmental Teaching model originally designed for young children with severe emotional/behavioral problems and their families. It is an approach that emphasizes the teaching skills that foster a child's social-emotional-behavioral competence. The model has proven effective in inclusive settings with children who have social, emotional, or behavioral disabilities, and those who have additional developmental delay, autism, or other disabilities. Components of the model have been integrated into early childhood general pre-academic curriculums and in natural settings. Family involvement such as parental participation in assessment, program planning, and simultaneous home implementation of model practices is an integral aspect of the model. The project assists early childhood and local child care programs in replicating components of the model in natural, inclusive, or pull-out settings for children (birth to age 8) with social-emotional-behavioral disabilities, and their families. Recognizing that effective implementation depends upon the knowledge and skills of the adults who work directly with these young children, the project assists participants in acquiring specific skills to foster social-emotional-behavioral growth. Emphasis is on model applications in typical daily activities such as social play, social language, listening and responding, creating, imagining, playing, and participating. Specific outreach activities include: (1) dissemination of information and general training about the model to early childhood personnel and families of participating children; (2) planning and model implementation at selected replication sites, with new staff development materials suitable for on-site and distance learning via Internet and satellite; and (3) evaluation of project impact on the proficiency of participating personnel and families, their evaluation of helpfulness and effectiveness of the outreach project, and the progress of participating children. (SG)

ED 462 781 EC 308 843

Skalski, Anastasia Kalamaros
Guidebook for Determining the Eligibility of Students with a Significant Identifiable Emotional Disability (SIED).
PUB DATE- 00
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

*Models; Paraprofessional Personnel; Personnel; Preschool Education; Professional Development; Rural Areas; Special Education; *Staff Development; Toddlers; Training Methods; Young Children

IDENTIFIERS- California; Idaho; Oregon; Western Oregon State College

This project was designed to provide training to personnel serving infants and young children with disabilities and their families. The outcome was increased capacity for state and local service agencies in Oregon, California, and Idaho to deliver quality home-based services for young children (birth through six) with disabilities and their families, including those from diverse cultures and backgrounds. This was accomplished through the replication of the Family Consultant Training (FCT) Model within local community programs presently serving infants, toddlers, and their families. Training in the FCT model was provided to administrators, early intervention specialists, paraeducators, early Head Start professionals, Healthy Start home visitors, health nurses and case managers serving or planning to serve infants and toddlers with disabilities and their families. The model used a module training design paired with a corresponding pre-training assessment tool (the Rating Scale of Early Intervention Practices) allowing for effective delivery of individualized training. Successful implementation of practices by the 160 participants resulted in more family focused services for 1,400 young children and their families. The training of trainers was an integral part of the project design and allowed for cost effective dissemination of the model and a mechanism to ensure extended training beyond the life of the grant. The 33 trainers involved have completed formal second generation training for 90 participants and informal training for many more. This final report describes the project and its accomplishments, and includes the following nine appendices: (1) Project Needs Assessment and Follow-up Form; (2) FCT training objectives; (3) Sample FCT Training Module; (4) Sample FCT Lecture; (5) Dissemination Information; (6) FCT Training Participants; (7) Trainer Training; (8) Trainer Training Material; and (9) Trainer Training Participants. (SG)

ED 462 797 EC 308 867

Bunse, Carol; Deardorff, Pamela
The Family Consultant Training Model. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 190p.; For the training program, see EC 308 866.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; Consultants; *Disabilities; Diversity (Student); Early Childhood Education; *Early Intervention; Family Involvement; Family Programs; *Home Programs; Infants; Information Dissemination; Minority Groups; *Models; Paraprofessional Personnel; Personnel; Preschool Education; Professional Development; Rural Areas; Special Education; *Staff Development; Toddlers; Training Methods; Young Children
IDENTIFIERS- Western Oregon State College

The Family Consultant Model (FCT) was designed to provide training to personnel serving infants and young children with disabilities and their families. This was accomplished through

Mediacion en educacion especial: Una guia para los padres (Special Education Mediation: A Guide for Parents).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 9p.; For the English version, see ED 456 583.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Legislation; Parent Associations; Parent Education; Parent Empowerment; *Parent Grievances; Parent Participation; *Parent Rights; *Parent Role; *Parent School Relationship; Parent Teacher Cooperation; Spanish Speaking; *Special Education
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Mediation; Mediation Techniques; Oregon

Designed for Spanish-speaking parents of students with disabilities living in Oregon, this brochure describes the general mediation process that parents can use to resolve special education services disputes with schools. It begins by discussing what mediation is and the characteristics of a trained mediator. It addresses the requirement for making mediation available to parents under the Individuals with Disabilities Education Act and the benefits of mediation. Some potential concerns about mediation are listed and frequently asked questions about mediation are answered. The last part of the brochure lists ways parents can prepare for mediation, including identifying the issues to discuss, making a written list, writing out any questions that need to be addressed, organizing documents, anticipating questions, considering all possible solutions, using parent resources, and asking a parent advocate for help. Comments by parents who have had successful outcomes using mediation are provided, as well as additional resources for more information. (CR)

ED 462 816 EC 308 950

Kev xab thooj cov lus tsis sib haum hauv kev kawm ntawv tshwj xeeb: Ib zaj lus piav qhia rau cov niam cov txiv (Special Education Mediation: A Guide for Parents).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 9p.; For the English version, see ED 456 583.
LANGUAGE- Hmong
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conflict Resolution; *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Legislation; Hmong; *Hmong People; Parent Associations; Parent Education; Parent Empowerment; *Parent Grievances; Parent Participation; *Parent Rights; Parent Role; Parent School Relationship; Parent Teacher Conferences; Parent Teacher Cooperation; *Special Education
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Mediation; Mediation Techniques; Oregon

Designed for Hmong parents of students with disabilities living child from each of the two cohorts. Results indicated that the children had rough transitions from home to school and from grade to grade, with teachers believing that they had fewer cognitive, social, and linguistic resources than their parents perceived. In both children's cases, the school's sorting practices negatively impacted their children's experiences. In the first child's case, his poor pronunciation of English and his chronic illness were two of many factors that negatively influenced his education. In the second child's case, the school environment and teachers' preconceived notions negatively influenced his experiences. (Contains 20 references.) (SM)

ED 462 836 FL 027 172

Kennedy, James H.
Holiday Resources for ESL Teachers.
PUB DATE- 01
NOTE- 10p.; An updated version of paper presented at the Annual Meeting of the American Association for Applied Linguistics (St. Louis, MO, February 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childrens Literature; Cultural Activities; *Cultural Awareness; Elementary Secondary Education; *English (Second Language); Films; *Holidays; *Instructional Materials; Internet; Language Teachers; Second Language Instruction; Textbooks; Videotape Recordings; Visual Aids
IDENTIFIERS- Festivals

This paper presents a resource list of instructional materials that can serve as the basis for English-as-a-Second-Language (ESL) lessons on holidays and festivals. The paper explains that learning about holidays and festivals provides a way for English language learners to gain a better understanding of North American culture. The resources are suitable for students at various levels of proficiency and can provide resources for teachers who wish to prepare original lessons tailored to the needs of their particular classes. Resources include the following: an annotated book list; a children's book list; an annotated ESL textbook list; an annotated visual aids list; an annotated list of Internet resources; an annotated list of Web sites for ESL instruction; and an annotated list of films and videotapes. (SM)

ED 462 837 FL 027 173

Fotos, Sandra, Ed.; Jungheim, Nicholas O., Ed.
JALT Journal, 2001.
PUB DATE- 01
NOTE- 290p.; Published semiannually.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Action Research; Cognitive Processes; Communication Apprehension; Communicative Competence (Languages); Comprehension; Elementary Secondary Education; *English (Second Language); Faculty Development; Foreign Countries; Grammar; Higher Education; Language Teachers; Linguistic Competence; Listening Skills; Numeracy; Reading Skills; *Second Language Instruction; Second Language Learning; Student Motivation; Translation
IDENTIFIERS- *Japan; Recursive Writing; Strategy Inventory for

references.) (SM)

ED 462 857 FL 027 196

Reyes, Angela
Culture, Identity, and Asian American Teens: A School District Conference Panel Discussion.
PUB DATE- 01
NOTE- 19p.; In: Working Papers in Educational Linguistics, 2001; see FL 027 192.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Asian American Students; Cultural Awareness; Cultural Differences; *Ethnicity; High Schools; Language Usage

This paper analyzes a school district conference panel discussion to illustrate how culture is an interactionally emergent construct and identity is performatively achieved through struggles to position the self and other in socially meaningful ways. In the interaction between the panel of Asian American teens and the audience of teachers, advisors, and administrators, the term culture emerges as two distinct constructs. This is accomplished, in part, through emergent poetic and indexical patterning which shape categories and trajectories of personae to which speech event participants are recruited. The analysis shows how the first schema invokes culture as "historical transmission" and questions the positioning of the teen panel as authentic recipients of this transmittable essence. The second schema invokes culture as "emblem of ethnic differentiation" and allows teens to raise concerns about their own ethnic recognizability in U.S. society. This paper argues that these two schemas of culture are not merely static essences, but dynamically linked to distinct participation frameworks which achieve particular performance effects. Appended are the transcription conventions. (Contains 29 references.) (SM)

ED 462 858 FL 027 197

Jeon, Mihyon
Avoiding FOBs: An Account of a Journey.
PUB DATE- 01
NOTE- 26p.; In: Working Papers in Educational Linguistics, 2001; see FL 027 192.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Influences; Higher Education; Immersion Programs; Immigrants; *Korean Americans; *Language Attitudes; Language Proficiency; Second Language Learning; Student Attitudes

This paper presents an ethnographic record of one teacher's ongoing experience trying to understand the kinds of language ideologies constructed in the classroom about the Korean language and culture. The paper describes a class of Korean-American college students in a Korean language class who had never successfully achieved native fluency in their heritage language, although several attended Korean Saturday schools as children. The expression, "FOB," (fresh off the boat), proved to be crucial to understanding the students' ideology about the Korean language and culture. The students in the class were

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Administration; *Educational Environment; Educational Theories; *Higher Education; *Instructional Leadership; *Total Quality Management
IDENTIFIERS- Deming (W Edwards)

This paper explores Total Quality Management (TQM) as an organizational theory applied to educational administration of higher education. The first part of the paper describes the principles of TQM, and the second part considers TQM in higher education. The third section is a general conclusion that takes into consideration the leadership challenge of TQM for the organization of higher education institutions. The paper begins with a review of the main ideas of the originators and leaders of TQM: W. Edwards Deming, Joseph Juran, Philip Crosby, and Masaaki Imai. The challenge TQM poses for higher education is that quality is not free. It requires a paradigm shift. TQM is more than a list of points, statistical tools, and slogans. The main transformation for higher education would be a well-educated leadership that understands the requirements of TQM and the needs of the higher education system. (SLD)

ED 462 881 HE 034 702

Munoz, Marco A.
The Social Function of the University.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Foreign Countries; Higher Education; *Political Influences; *School Role; *Services; *Social Responsibility; *Universities
IDENTIFIERS- Boyer (Ernest L); Hutchins (Robert); Kerr (Clark); Latin America

This paper explores the service function in U.S. institutions of higher education, focusing on a comparison of the social function of the university as discussed in two classics about the U.S. university: Robert Maynard Hutchins' "The Higher Learning in America" and Clark Kerr's "The Uses of the University." In conclusion, the paper introduces the ideas of Ernest Boyer and the authors own convictions about the topic and its implications for Latin American countries. The paper expresses agreement with Hutchins' argument against the university as a service-station and in his assertion that the university can become an important social conscience. Hutchins' ideas about the political manipulation of universities is especially pertinent to Latin American countries where political control has impeded the reform of higher education. The paper also agrees with Kerr when he states that the university should not be afraid of becoming more involved in service of the society. The paper agrees with Ernest Boyer, in Scholarship Reconsidered, that the version of service that once energized U.S. campuses must be given a new legitimacy, and that the mission of scholarship that lies in application must be realized. (SLD)

ED 462 882 HE 034 703

Munoz, Marco A.
Total Quality Management in Higher Education: Lessons Learned from an Information Technology Office.

with their performance peers. It includes a discussion of the performance measures, criteria used to assess institutional performance, and issues related to data availability. In addition, each institution was given the opportunity to respond to the assessment of its performance, and these responses and comments are summarized in the analysis section. Three appendixes discuss methodology for selecting performance peers and operational definitions for performance indicators for the University System and Morgan State University. (SLD)

ED 462 902 HE 034 778

Connecticut Public Higher Education. 2002 System Trends.
PUB DATE- 02
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Costs; Degrees (Academic); *Educational Finance; *Enrollment; Financial Support; *Higher Education; *Public Colleges; Student Financial Aid; *Tuition
IDENTIFIERS- *Connecticut

This document contains information about selected trends in higher education enrollment and finance in Connecticut. It opens with a summary of the state's higher education budget for fiscal year 2002-2003, and then discusses higher education in a statewide context. Trends are noted for general fund and operating budget expenditures, and comparative funding indicators are identified. Enrollment trends are discussed, and information is provided on degrees conferred and position trends. A section discusses tuition and fees, followed by a description of state and student shares of costs and student aid and statutory waivers of tuition costs. The final section discusses the capital budget of Connecticut's system of higher education. The operating budget for higher education in Connecticut sends a clear message from the Governor for fiscal restraint. While the recommended budget for fiscal year 2003 represents an increase over the budget for fiscal year 2002, it falls below the original appropriation. Higher education's share will remain at the 4.4% level in fiscal year 2003. From 1990 to 1997, enrollment in Connecticut's public higher education system declined, but since fall 1998, enrollment has increased, and has now reached a peak at about the previous 1990 high point. (Contains 51 tables and 50 figures.) (SLD)

ED 462 903 HE 034 780

Maryland Higher Education Commission Data Book, 2002.
PUB DATE- 02
NOTE- 45p.; For the 2001 edition, see ED 450 675.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; Career Education; College Faculty; *College Students; Community Colleges; Full Time Faculty; Graduate Study; Graduation; *Higher Education; Income; Part Time Faculty; Private Colleges; *Public Colleges; Racial Factors; Sex Differences; State Universities; Statistical Data; Tables (Data); Tuition
IDENTIFIERS- *Maryland

This document contains statistics in summary form about higher education in Maryland. The first table compares Maryland data to national averages for educational achievement, enrollment, appended. (Contains 14 references.) (MES)

ED 462 924 IR 021 079

Ringstaff, Cathy; Kelley, Loretta
The Learning Return on Our Educational Technology Investment: A Review of Findings from Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 34p.; Produced by the WestEd Regional Technology in Education Consortium in the Southwest (RTEC).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Uses in Education; *Educational Policy; *Educational Technology; Elementary Secondary Education; Instructional Development; *Learning Processes; Literature Reviews; Policy Formation; Postsecondary Education; Teacher Attitudes; Teacher Education; Technology Integration; *Technology Uses in Education; Training
IDENTIFIERS- Access to Technology; Technology Role

This paper summarizes major research findings related to educational technology use and draws out implications for how to make the most of technology resources, focusing on pedagogical and policy issues. The paper begins by describing research on the relation between technology and student learning, addressing the question of what kinds of impact technology has on education. The distinction between learning "from" computers and learning "with" computers is delineated. Lessons learned are summarized in the following areas: (1) technology as one piece of the puzzle; (2) adequate and appropriate teacher training; (3) changing teacher beliefs about learning and teaching;(4) sufficient and accessible equipment, including adequate computer-to-student ratio, appropriate placement, and computer access at home; (5) long-term planning; (6) technical and instructional support; and (7) technology integrated within the curricular framework. (Contains 66 references.) (MES)

ED 462 925 IR 021 083

Lee, Paulette
Parent's Guide to the Internet.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Media and Information Services.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; Computer Literacy; *Computer Mediated Communication; Computer Networks; Computer Oriented Programs; Information Sources; *Internet; Navigation (Information Systems); *Online Systems; *Parent Participation; *Parents; World Wide Web
IDENTIFIERS- Browsing; Computer Resources; Computer Use; Web Sites

This booklet provides parents with basic information about how to use the computer to find information and communicate with others. It describes what is needed to get started on the Internet and points to some of the many resources available

IDENTIFIERS- New Zealand; *Technology Implementation

This paper reports on research carried out through a case study which sought to identify how institutionalized teaching and learning practices and processes--"the way we do things around here"--led to successful teaching and learning with information and communication technology (ICT) at a large contributing New Zealand primary school (700 students aged 5 to 11 years). The research findings were considered against the backdrop of the international literature, historical trends, and current educational conditions for New Zealand schools in relation to ICT. A major contention of this research is that government funding for ICT in schools should be linked to demonstrable improvements in student learning outcomes. The research also contends that immediate adoption of "practised and proven" approaches already existent in some schools would help many other schools improve teaching and learning with ICT in their respective learning communities. The paper presents a model for school-wide implementation of ICT; major components of the model include student learning, infrastructure, pedagogical, monitoring, implementation, teacher education, and management. (MES)

ED 462 944 IR 021 102

Reinhart, Julie; Slowinski, Joe; Anderson, Tiffany

Cross-Country Conversations: Techniques for Facilitating Web-Based Collaboration.

PUB DATE- 01

NOTE- 10p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; *Cooperative Learning; *Discussion (Teaching Technique); *Group Discussion; Higher Education; *Instructional Improvement; Teamwork; World Wide Web

IDENTIFIERS- Collaborative Learning; Indiana University Bloomington; Indiana University Northwest; North Carolina Agricultural Technical State Univ

This paper describes an online collaborative process among three university classes in a cross-country project. Two of the classes were undergraduate courses at the Indiana University Bloomington and Northwest campuses, and the third was a graduate course at North Carolina A & T State University. Each course was a traditional campus-based course whose instructors agreed to have their students participate in the cross-country collaboration. Participation counted for a small portion of the grade. Students were group into teams of four that worked together throughout the semester. There were 12 teams, most consisting of at least one student from each campus. The project consisted of five two-week long online group discussions using SiteScape Forum, a World Wide Web-based discussion board and file-sharing tool. There were two main features of SiteScape that the students used--the user profiles and the discussion boards. Each group had their own discussion area, and there was a common discussion area for everyone in the three classes. Methods for facilitating collaboration included collaboration training, student introductions, thematic discussions, and modeling/coaching. Recommendations are provided to offer guidance on how to improve online collaboration. (Contains 10 references.) (MES) the focus of inquiry during that period. It is a reflective statement of the current state of knowledge in technology education, and by implication, points to those areas where knowledge is weakest. The paper makes a deliberate attempt to highlight contrasting emphases in the research conducted on opposite sides of the Atlantic and it seeks to stimulate the use of theoretical insights from other areas of educational research in the search for solutions to problems in technology education. It focuses mainly, though not exclusively, on work published in the "Journal of Technology Education," as representing an important forum for reporting research in the United States, and on the "International Journal of Technology and Design Education," as one of the foremost technology education journals in the United Kingdom. The method employed is described as a modified content analysis. All of the articles published in the two journals during the years 1990 to 2000 were listed and classified according to content, as indicated by topic. Subsequent reading of an article often resulted in its being put into more than one category. The categories of articles that emerged were: nature of technology, technology curriculum; outcomes and assessment of technology education; children's thinking in technology; technology teacher education; and gender and values issues in technology education. This research, still a work in progress, reports on all but the last two areas. (Contains 55 references.) (AEF)

ED 462 965   IR 021 125

Stiegemeier, Lois
Language Integrated Technology Project Final Evaluation Report.
SPONS. AGENCY- Educational Service District 113, Olympia, WA.; Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 99
NOTE- 85p.; Prepared by Educational Technology Consulting, Olympia, WA. A Technology Literacy Challenge Fund Grant Project.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Elementary Secondary Education; Faculty Development; Learning Activities; Literacy; Professional Development; *Reading Achievement; *Reading Instruction; *Reading Motivation; Staff Development; Student Attitudes; Training
IDENTIFIERS- Accelerated Reader Program; STAR Test Taking Strategy

The goal of the Language Integrated Technology Grant Project (LIT) consortium was to help provide critical components of successful reading programs through a combination of proven computer/print programs and teacher training. Through leadership provided by the Educational Service District 113 (Olympia, Washington), the LIT consortium of schools formed to address their reading needs. The LIT Consortium selected the Accelerated Reader, STAR, and Sentence Master computer-based programs as tools to increase reading achievement. LIT gave each of the schools new tools to use in reading instruction by providing each school with the software, hardware, and staff development necessary to use the software. Through the efforts of the teachers, librarians and technical staff at LIT schools, the project demonstrated that learning information systems such as Accelerated Reader and STAR coupled with focused staff development efforts can create environments with significant impact on reading motivation and achievement. Ultimately, these environments will improve students' ability to meet the reading of the American Library Association (ALA) to define, extend, protect and advocate for equity of access, focusing on central tendencies rather than internal debate. The first section, "Toward the Concept of Access," discusses: how ALA became a public service organization; extension and adult education; a federal role for libraries; the role of the library in the post-war world; and the federal aid era. The second section, "Downstream Access," addresses: literacy and lifelong learning; African Americans; ALA, outreach, and equity; people with disabilities; and services to poor and homeless people. The third section, "Protecting and Extending Access," covers: intellectual freedom and "Libraries: An American Value"; a conceptual foundation for a national information policy; "Freedom and Equality of Access to Information"; Special Committee on Freedom and Equality of Access to Information; "Your Right To Know: Librarians Make It Happen"; ALA Goal 2000--Intellectual Participation; ALAction 2005 and "Equity of Access"; and Congresses on Professional Education and Core Values Task Forces. The fourth section, "Upstream Access," discusses: "An Information Agenda for the 1980s"; the active participation of the library community in the formulation and implementation of national information policies; establishment of the Office for Information Technology Policy; "Envisioning a Nation Connected: Librarians Define the Public Interest in the Information Superhighway"; the digital divide; and CIPA (Children's Internet Protection Act). The fifth section, "Rocks in the Whirlpool," covers: principles for a networked world; unifying visions for equity of access; and making new technologies work for human development. Each section contains references. (MES)

ED 462 982   JC 010 529

Bossier Parish Community College and Delgado Community College Collaborative Pharmacy Technician Program Distance Education Initiative.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Community Colleges; Distance Education; Drug Education; *Institutional Cooperation; *Partnerships in Education; *Pharmaceutical Education; Pharmacists; *Pharmacology; *Program Implementation
IDENTIFIERS- *Delgado Community College LA; Louisiana; Video Technology

Two Louisiana community colleges--Bossier Parish Community College (BPCC) and Delgado Community College (DCC)--proposed, developed, and implemented a collaborative Pharmacy Technician program for delivery through the use of two-way interactive video. The new program was inspired by new certification requirements instituted by the state of Louisiana in 1997. BPCC and DCC both determined that the new certification requirements established a need for a Pharmacy Technician training program in higher education. The program utilizes instructional media provided to all Louisiana colleges and universities by the Louisiana Board of Regents (BoR). The use of such instructional media would serve to decrease costs, utilize new technology, and make the professional courses in the program available to other schools in the state via compressed video. The BPCC/DCC Pharmacy Technician Program was made available at the two schools in the 1999-2000 academic year. The one-year of entry-level technicians with only some college. Survey results found that those skills most likely to be reported as essential focus on communication, teamwork, work quality, problem-solving skills, punctuality, safety compliance, responsibility, and basic computer and data entry skills. Includes two figures and a table of the businesses' rankings of skills and abilities within each skill group. (KP)

ED 463 002 JC 020 217

System Performance on Partnership for Excellence Goals. District and College Baseline Data for 1997-98, 1998-99, and 1999-00.
PUB DATE- 01
NOTE- 113p.; For the 1996-97, 1997-98, and 1998-99 report, see ED 450 846. Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Transfer Students; *Community Colleges; *Educational Assessment; *Educational Objectives; *Educational Planning; *Institutional Mission; *Organizational Objectives; Outcomes of Education; Performance Factors; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This report is third in a series of reports that present the California Community Colleges district- and college-level Management Information System (MIS) baseline information for two fiscal year periods, 1998-99 and 1999-2000, specific to the systemwide Partnership for Excellence performance goals. The Partnership for Excellence is a mutual commitment by the State of California and the California Community Colleges to expand significantly the contribution of the community colleges to the social and economic success of California. The primary purpose of this report is to convey data contained in the MIS on district and college performance related to the five Partnership goals, which are as follows: (1) to increase the annual number of students who transfer from community colleges to baccalaureate institutions from 55,149 (1998-1999) to 78,582 by 2006-06; (2) to increase from 84,179 (1997-98) to 116,054 (by 2005-06) the number of degrees and certificates awarded; (3) to increase from 68% to 71% the overall rate of successful course completion; (4) to achieve increases from 1997-98 through 2005-06 in course completion in apprenticeship courses, advanced-level vocational courses, and introductory vocational courses; and (5) to achieve, by 2005-06, an increase from 108,566 (1995-96) to 150,754 in the number of students completing coursework at least one level above their prior basic skills enrollment. Each goal is detailed in the report. Appendices include the Partnership for Excellence goal statement, chaptered legislation on Partnership for Excellence (Education Code Section 84754), statewide percent change/improvement needed to achieve Partnership for Excellence goals by year 2005-06, and Partnership for Excellence report specifications. (NB)

ED 463 003 JC 020 219

McCabe, Jon
A Comparison of Unrestricted Current Fund Revenue at CUNY and Select Peer Institutions, FY 1990 to FY 1999.
PUB DATE- 01
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

IDENTIFIERS- *Working Poor

The benefits of sectoral workforce development programs to the working poor were examined in a 3-year longitudinal study of participants in six sectoral employment training programs across the United States. The programs, which were all designed to serve low-income clients, provided training in a diverse set of industries, including the following: construction trades; garment industry occupations; machining; metalworking; paraprofessional health occupations; and business services. Of the 732 respondents interviewed at baseline, 543 completed the survey administered 1 year later (response rate, 74%). In the year following training, respondents' earnings showed dramatic improvement because of increases in both hours worked during the year and earnings per hour. More participants reported having worked during the year following training than in the year before training. After training, the quality of respondents' jobs improved, and they generally had access to better benefits. The respondents' training completion rates were quite high, as was the percentage of respondents who reported using their training on the job. Thirty-six percent of respondents reported enrolling in other training/education after attending training in the sectoral program. (A technical note comparing the characteristics of wave 2 and wave 1 respondents is appended. Twenty-six tables/figures are included.) (MN)

ED 462 536 CE 082 659

Livingstone, D. W.; Roth, Reuben
Workers' Knowledge: An Untapped Resource in the Labour Movement. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 18p.; Paper presented at the International Conference on Union Growth (Toronto, Ontario, April 30-May 1, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Continuing Education; Developed Nations; Employee Attitudes; *Employees; Employer Attitudes; Employer Employee Relationship; Foreign Countries; Independent Study; *Informal Education; Job Skills; Labor Force; Nonformal Education; Off the Job Training; Postsecondary Education; Quality of Working Life; *Unions
IDENTIFIERS- *Canada; Member Union Relationship; Union Leadership

A study analyzed the schooling, further adult course participation, and informal learning of organized and unorganized workers in different occupational classes across Canada. Data were obtained from the first Canadian national survey of 1,562 adults' informal learning practices, conducted in 1998, and field notes and interview transcripts drawn from participants in the auto plant case study of the Working Class Learning Strategies project conducted at five union locals in southern Ontario in 1995-2000. The study found that unionized and non-unionized industrial and service workers in Canada are increasingly highly educated, increasingly participating in adult education courses and devoting substantial amounts of their time to informal learning activities outside organized education and training programs. In addition, the study found that working people are generally engaged collectively and individually in an extensive array of employment-related and other informal learning activities that are neither fully groups interviewed largely accepted the conviction that lifelong learning is indispensable. Because of the demands of the labor market, most of those interviewed across the milieus viewed education first and foremost as a means and not an end in itself. Attitude regarding the indispensability of further education was strongly influenced by milieu, with the traditional blue-collar milieu and consumer milieu appearing to feel the greatest pressure to participate in further education. The traditional bourgeois milieu understood education mainly as a widening of one's horizon and also as acquiring knowledge about cultural traditions. The Munich study, which was a survey of approximately 4,000 randomly selected individuals that elicited a response of 1,050, also confirmed that adult education is a broadly accepted topic. (Descriptions of the traditional bourgeois, postmodern, adaptive, status-oriented, and modern bourgeois milieus are appended.) (MN)

ED 462 553   CE 082 933

Valvasori, Joe
Targeted Training: An Integrated Initiative.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the National Consultation on Career Development (NATCON) (26th, Ottawa, Ontario, Canada, June 24-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Building Trades; Child Care Occupations; Child Caregivers; Computer Assisted Instruction; Computer Literacy; Counseling Services; Definitions; Delivery Systems; Demonstration Programs; Educational Principles; Educational Trends; Employment Potential; *Employment Programs; Employment Qualifications; Entrepreneurship; Foreign Countries; Holistic Approach; Information Technology; Integrated Curriculum; Job Search Methods; *Job Training; Labor Force Development; Outcomes of Education; Postsecondary Education; Program Development; Program Effectiveness; *School Business Relationship; Skill Development; Training Objectives; Trend Analysis; *Unemployment; Vocational Education; *Welfa *Ontario; Welfare to Work Programs
IDENTIFIERS- *Ontario; Welfare to Work Programs

The Learning Enrichment Foundation (LEF) in Toronto, Ontario (Canada) offers 12 targeted training programs that have successfully helped "hard-to-serve" clients return to the workforce. Compared with traditional training, targeted training has a much narrower focus and adapts quickly to industry trends to meet employers' changing demands. LEF's targeted training programs fall into the following general categories: industrial skills, early childhood assistant, and computer training. Since their inception, LEF's programs have developed and adapted in response to local employers' changing needs and feedback. In addition, LEF integrates self-marketing training through the targeted skills training courses. The self-marketing training is delivered through 4-day workshops that build on the "hard skills" developed in targeted training by focusing on the "soft skills" and motivation necessary for a successful job search. In 1998, LEF began an Ontario Works Demonstration during which 501 social assistance recipients were able to access LEF's assessment, counseling, skills training, and job search programs. Of the 501 participants, 363 (72%) received skills training and 138 (28%) were placed improvement initiative has resulted in improvements in overall student performance, especially by African-American students. Despite enrolling more students in tougher courses, Wallace-Rose made a number of gains in 1994-1996, including fewer dropouts, student suspensions, and discipline problems. Wallace-Rose's success illustrated the importance of principals assuming the roles of visionary, role model, instructional leader, and manager of school improvement. (MN)

ED 462 570 CE 082 965

Miller, Cynthia; Knox, Virginia; Gennetian, Lisa A.; Dodoo, Martey; Hunter, Jo Anna; Redcross, Cindy
Reforming Welfare and Rewarding Work: Final Report on the Minnesota Family Investment Program. Volume 1: Effects on Adults and Volume 2: Effects on Children.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.; Minnesota State Dept. of Human Services, St. Paul.; Ford Foundation, New York, NY.; Department of Agriculture, Washington, DC.; Mott (C.S.) Foundation, Flint, MI.; Annie E. Casey Foundation, Baltimore, MD.; McKnight Foundation, Minneapolis, MN.; Northwest Area Foundation, St. Paul, MN.
PUB DATE- 00
NOTE- 656p.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Programs; Adults; Change Strategies; Children; Client Characteristics (Human Services); Comparative Analysis; Cost Effectiveness; Economically Disadvantaged; Educational Attainment; Employment Level; *Employment Patterns; Employment Problems; Employment Services; *Family Programs; Federal Programs; Incentives; Job Training; Low Income Groups; One Parent Family; Participation; Program Effectiveness; Rewards; Rural Areas; *Salary Wage Differentials; State Programs; Unemployment; Urban Areas; *Welfare Recipients; Welfare Reform
IDENTIFIERS- Aid to Families with Dependent Children; Food Stamp Program; Impact Studies; *Minnesota; *Welfare to Work Programs

The Minnesota Family Investment Program (MFIP) began in 1994 as a major welfare initiative that differed from the Aid to Families with Dependent Children (AFDC) by featuring the following elements: financial incentives to work; participation requirements for long-term welfare recipients; and simplification of welfare rules and procedures. In volume 1, MFIP's effects on adults were evaluated as part of a comprehensive evaluation during which the program's impacts on 14,639 randomly assigned participants and a subsample of 3,245 participants were examined through a review of baseline characteristics and administrative records data and a 36-month survey of the subsample. MFIP proved more effective than AFDC in terms of the employment and earnings gains achieved by one-parent and two-parent families. (One hundred thirteen tables/figures are included. The following items are among the items appended: an evaluation of STRIDE in Hennepin County; data on participants' knowledge of programs and perception of benefit time limits; an evaluation of the food stamps only group; discussions of data issues and a survey response analysis; data on quarterly impacts on employment, earnings, and welfare benefits; a discussion of the effects of participation on two-parent families; and estimated net gains and losses for members of the Child Outcomes Sample. The bibliography lists 76 references. In Volume 2, MFIP's impacts environment where workers have a better understanding of their organizations' goals/objectives. (Thirteen related GAO products are listed.) (MN)

ED 462 587 CE 083 031

Aspin, David, Ed.; Chapman, Judith, Ed.; Hatton, Michael, Ed.; Sawano, Yukiko, Ed.
International Handbook of Lifelong Learning. Part One and Part Two. Kluwer International Handbooks of Education.
PUB DATE- 01
NOTE- 820p.; Published by Kluwer Academic Publishers BV, P.O. Box 17, 3300 AA Dordecht, The Netherlands.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Access to Education; Adult Education; Adult Educators; Adult Literacy; Change Strategies; Colleges; Community Colleges; *Delivery Systems; Distance Education; Economic Change; Education Work Relationship; Educational Cooperation; Educational Environment; Educational Needs; Educational Objectives; *Educational Policy; *Educational Practices; *Educational Principles; Educational Theories; *Educational Trends; Empowerment; Equal Education; Foreign Countries; Government School Relationship; Indigenous Populations; Informal Education; Learning Theories; *Lifelong Learning; Literacy Education; Needs Assessment; Nonformal Education; Partnerships in Education; Political Socialization; Postsecondary E Africa; Asia; Australia; Europe; Impact Studies;
IDENTIFIERS- Africa; Asia; Australia; Europe; Impact Studies; Learning Communities; Learning Organizations; North America; Pacific Islands; Universities of the Third Age

These volumes contain 40 papers examining the principles, policies, structure, and practice of lifelong learning worldwide. The following are among the papers included: "Towards a Philosophy of Lifelong Learning" (David Aspin, Judith Chapman); "Locating Lifelong Learning and Education in Contemporary Currents of Thought and Culture" (Richard Bagnall); "Lifelong Learning and Personal Fulfillment" (Robin Barrow, Patrick Keeney); "Political Inclusion, Democratic Empowerment, and Lifelong Learning" (Penny Enslin, Shirley Pendlebury, Mary Tjattas); "Lifelong Learning and the Contribution of Informal Learning" (Paul Hager); "Lifelong Learning, Changing Economies, and the World of Work" (John Halliday); "From Adult Education to Lifelong Learning" (Mal Leicester, Stella Parker); "Caring for the Adult Self" (James Marshall); "Lifelong Learning for a Learning Democracy" (Stewart Ranson, Glenn Rikowski, Michael Strain); "Lifelong Learning in the Postmodern" (Robin Usher); "Lifelong Learning Policies in Low Development Contexts" (David Atchoarena, Steven Hite); "Lifelong Learning Policies in Transition Countries" (Zoran Jelenc); "Lifelong Learning and the Leisure-Oriented Society" (Kaoru Okamoto); "Towards New Lifelong Learning Contracts in Sweden" (Kenneth Abrahamsson); "How To Make Lifelong Learning a Reality" (Phillip McKenzie); "Schools and the Learning Community" (Judith Chapman, David Aspin); "Integrity, Completeness and Comprehensiveness of the Learning Environment" (Jan Visser); "Innovative Teachers" (Christopher Day); "Lifelong Learning and Tertiary Education" (Chris Duke); "Universities as Centres for Lifelong Learning" (Ruth Dunkin, Alan Lindsay); "Lifelong Learning and Technical and Further Education" (Nic Gara); "Lifelong Learning and the Learning Organization" (James Walker); "Community Colleges and Lifelong Learning: Canadian Experiences" (Paul Gallagher, William Day);

Dumbrell, Tom; de Montfort, Rowena; Finnegan, Wendy
New Skills in Process Manufacturing.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 02
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adjustment (to Environment); Communication Skills; Conflict Resolution; Coping; Decision Making; Delivery Systems; Education Work Relationship; Educational Attitudes; Educational Needs; Employer Attitudes; Employment Patterns; Employment Qualifications; Foreign Countries; Interpersonal Competence; *Job Skills; Job Training; *Labor Force Development; *Manufacturing Industry; Needs Assessment; *Organizational Change; Organizational Climate; Perspective Taking; Postsecondary Education; Problem Solving; Questionnaires; Relevance (Education); Secondary Education; Social Change; Social Cognition; Teamwork; Technological Advancement; Trend Analysis; *Vocational Education; Work Environment
IDENTIFIERS- Australia; Employee Surveys; Employer Surveys; Generalizable Skills; Impact Studies

Recent changes in the nature of work in Australia's process manufacturing industry and their impact on operative-level workers and vocational education and training (VET) were examined. Structured interviews were conducted with training or human resource managers in 16 firms representing a cross-section of small, medium, and large enterprises across New South Wales, Victoria, South Australia, and Western Australia. Structured questionnaires were also administered to a total of 17 workers from the 16 firms. Of the 16 firms, 12 had introduced major workplace changes within the past 5 years. In most firms, those workplace changes involved multiskilling of operative-level workers, greater levels of responsibility and decision making, and mastery of additional skills. Elimination of line supervisors and, in some cases, replacement of line supervisors by work teams, were additional important trends. It was concluded that training programs for operator-level jobs in the process manufacturing sector should address emerging soft skill demands and underpinning skills in the basic sciences of physics and chemistry. The following were among the specific soft skills recommended: enhanced oral and written communication skills; team-working and conflict resolution skills; skills in adjusting to workplace change; and problem-solving skills. (The bibliography lists 16 references. A statistical profile of the industry and the questionnaires are appended.) (MN)

ED 462 604   CE 083 057

McKavanagh, Charlie; Kanes, Clive; Beven, Fred; Cunningham, Alan; Choy, Sarojni
Evaluation of Web-Based Flexible Learning.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 02
NOTE- 66p.; Project carried out by Centre for Learning and work Research, Griffith University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Computer Uses in Education; Delivery

*Metal Working; National Standards; Secondary Education; Skill Development; Student Evaluation; Teacher Competencies; *Trade and Industrial Education; *Welding; Workbooks

IDENTIFIERS- Crosswalks (Linking)

This document contains the teacher and student texts and student workbook for a secondary-level course in shielded metal arc welding (SMAW) and carbon arc cutting that consists of units on the following topics: SMAW safety; SMAW equipment, applications, and techniques; hardfacing; and carbon arc cutting--air. The teacher edition includes the following items: (1) a training and competency profile for use in recording information about individual students; (2) a national skills and/or state duty/task crosswalk identifying skill standards covered by unit and objective; (3) an instruction/task analysis reviewing the cognitive and psychomotor skills addressed; (4) basic skills icons and classifications; (5) a basic skill matrix summarizing the academic and workplace skills training included in the course; (6) a list of needed tools, equipment and materials; (7) suggested activities; (8) assignment sheet answers; (9) written tests; (10) test answers; (11) teacher supplements; and (12) transparency masters. The student edition contains learning activities, objective and information sheets, and student supplements. The student workbook presents 37 job sheets accompanying the course's four units. Each job sheet contains some or all of the following items: objective; list of basic skills covered; instructions for completing the job sheet; list of required tools, equipment, and materials; detailed procedures; and specifications. (MN)

ED 462 621   CE 083 090

Distance Learning 2001: Proceedings of the Annual Conference on Distance Teaching & Learning (17th, Madison, Wisconsin, August 8-10, 2001).

PUB DATE- 01

NOTE- 430p.; William Winfield was the conference chair. Audio of some presentations available on conference Web site. For the 16th annual conference proceedings (2000), see ED 456 235.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; Accounting; Adult Educators; Adult Students; American Indians; Articulation (Education); Case Studies; Colleges; Computer Managed Instruction; Computer Uses in Education; Counseling Services; Cultural Differences; *Delivery Systems; Disabilities; *Distance Education; Educational Environment; *Educational Practices; Educational Quality; Educational Trends; Elementary Secondary Education; Foreign Countries; Graduate Study; High Schools; Independent Study; *Instructional Development; Internet; Job Performance; Needs Assessment; *Online Courses; Outcomes of Education; Partnerships in Education; Postsecondary Education; Professional Development; Program Effectiveness; Program Contextualized Instruction; Educational Marketing; Generalizable Skills; Iceland; United States

IDENTIFIERS- Contextualized Instruction; Educational Marketing; Generalizable Skills; Iceland; United States

This document contains 82 papers and 6 workshop presentations from a conference on distance teaching and learning. The following are among the papers included: "Examples and Tools for Building Web-Based Learning Experiences" (Steven A. Ackerman, Thomas Whittaker); "Online Testing in Distance Education" (Tricia Ahern); "Skills and Expertise for an

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Planning; *College Freshmen; *Educational Attainment; Expectancy Tables; *Expectation; Higher Education; Measures (Individuals); Outcomes of Education; Rating Scales; Social Cognition; Student Surveys; Success

The development of an educational outcome expectations scale was prompted by a need for a measure tailored to college students' expected level of educational attainment. Studies were conducted in an undergraduate psychology course at a midwestern university. Participants (383 women, 276 males) attending a group counseling session completed a demographic questionnaire, the Educational Outcome Expectancy (EOE) Measure, and the Career Outcome Expectancy (COE) Measure. In study 1, in which the Educational Outcome Expectancy Scale and Career Outcome Expectancy Scale were administered to students (N=659), results demonstrated moderately high factor loadings for all items on the EOE Measure and for all items on the COE Measure. In study 2, which employed a similar protocol using a sample of undergraduates (N=938), the EOE Measure obtained robust factor loadings. The COE Measure obtained moderately high factor loadings across items without losing items that provide a well-rounded picture of the importance of education and work values. For study 3, a 1-month lapse was used to obtain reliability figures in a test-retest design. Results show that students' educational and career outcome expectancies are generally somewhat in flux, which can be expected for a college freshman sample. Results are promising as a way to test educational and career outcome expectancies. (Contains 3 tables and 28 references.) (JDM)

ED 462 638 CG 031 549

Peavy, R. Vance
SocioDynamic Perspective and the Practice of Counselling.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Conference of the National Consultation on Career Development (26th, Ottawa, Ontario, January 24-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; *Constructivism (Learning); *Context Effect; Cooperation; *Counseling Theories; Counselor Client Relationship; Foreign Countries; *Social Environment; Theory Practice Relationship
IDENTIFIERS- Canada; *Social Constructivism; Vygotsky (Lev S)

SocioDynamic Counseling, a registered Canadian Trademark, is a new type of counseling created to meet the needs of a changing world. It places a greater emphasis on creativity and cooperation between counselor and client, and upon acknowledging the importance of context in counseling. The SocioDynamic perspective is both a spanning perspective and a philosophy of helping. It encompasses constructivist themes, neo-Vygotskian coconstructivism, and liminality. In addition to background information on the philosophy of the helping model, procedural knowledge is presented in order to transform the philosophical ideas into practice. A practical definition of SocioDynamic Counseling is described in which the narrated self, authored life, and life space form the principal working concepts. Self-observation is encouraged as a pathway to successful cultural participation. (Contains 34 references.)

The Effects of Maternal Employment on the Attitudes, Work Expectations, and Self-Esteem of Urban and Suburban Middle School Students.
PUB DATE- 02
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Comparative Analysis; *Employed Women; *Family Work Relationship; Grade 6; Middle School Students; Middle Schools; *Mothers; Self Esteem; Sex Differences; Student Attitudes; Suburban Youth; Urban Youth
IDENTIFIERS- Rosenberg Self Esteem Scale

This study investigated the effects of maternal employment on beliefs and attitudes of suburban and urban middle school students in addition to their comparative levels of self-esteem. A 5-part survey, including demographic information, beliefs about consequences of maternal employment of children; information about the mother's work status; childhood appraisal scale; and Rosenberg's Self-Concept Scale was administered to 38 sixth grade urban students and 38 sixth grade suburban students. The results indicated that both urban and suburban female students perceived significantly greater benefits associated with maternal employment. No differences in perceived costs of maternal employment were found. Urban students were significantly less influenced by their fathers than suburban students. No differential admiration of mothers was noted between the groups, although significantly more suburban than urban mothers were employed in professional jobs. Female students expressed greater admiration for their mothers' accomplishments and had a greater desire to imitate their mothers. During their children's infancy, a greater number of females than males expected not to have outside employment. However, once their child reached school age, both males and females expected to have at least part-time employment outside the home. (Contains 14 references.) (Author/JDM)

ED 462 659 CG 031 604

Wilczenski, Felicia L.; Konstam, Varda; Ferraro, Barbara; Kaplan, Leanne; Bontrager, Terry
School and Classroom Organizations Affecting Social and Emotional Learning Outcomes.
PUB DATE- 01
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Children; *Class Organization; Classroom Environment; *Classroom Techniques; *Educational Environment; Elementary Secondary Education; *Emotional Development; Interpersonal Competence; Literature Reviews; Outcomes of Education; Peer Relationship; *Social Development; *Socialization
IDENTIFIERS- ERIC; PsycINFO

This paper is a review of research that focuses on the organization and management of instruction in classrooms and on social and emotional learning outcomes for students. The conceptual framework of the paper encompasses learners, teachers, and curriculum. The framework is intended to provide a useful format for the presentation of studies. The purpose of this paper is to gain insight into effective classroom contexts to promote social and emotional learning. Only studies specifically addressing the socio-emotional outcomes of work as well as what does not work, and providing a classroom example from a real-life school. (NKA)

ED 462 680 CS 014 624

Langer, Judith A.; Close, Elizabeth
Improving Literary Understanding through Classroom Conversation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; Classroom Research; *Classroom Techniques; Elementary Secondary Education; *Learning Strategies; Reading Difficulties; Scaffolding (Teaching Technique)
IDENTIFIERS- Conversation; Research Results

Why is it important to teach literary understanding? It is through reading, thinking, and discussing literature that students find alternative ways to gain knowledge and solve problems. Through sharing of understandings, they learn not only important content but also cognitive, critical, and social strategies needed for success in academic courses, work, and life. Living through a literary experience involves exploring meanings, interpretations, and perspectives while maintaining an openness to future possibilities. Intended for teachers and administrators, this booklet draws on the findings of the original study and the many publications it produced. The booklet begins with several short sections that provide background about the study's conclusions and mention some potential classroom strategies. The booklet's second half is devoted to actual classroom examples accompanied by explanations of how they illustrate the findings and the strategies. The booklet is divided into the following sections: Why Literature; Introduction; Building Envisionments; Enriching Literary Understanding; Supporting Envisionment Building; Including Struggling Readers in an Envisionment-Building Classroom; Instructional Scaffolding for Thinking and Discussing; Supporting Discussions That Develop and Extend Student Thinking; and More about Strategies To Improve Literary Understanding. (NKA)

ED 462 681 CS 014 625

Effective Literature Instruction Develops Thinking Skills.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 6p.; Adapted from "Improving Literary Understanding through Classroom Conversation" (see CS 014 624).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Critical Reading; *Discussion (Teaching Technique); Elementary Secondary Education; Instructional Effectiveness; *Interpretive Skills; Literature Appreciation; *Teacher Role;

ED 462 700 CS 510 754

Gayle, Barbara Mae
Personalizing the Scholarship of Teaching and Learning: A 2001-2002 Carnegie Scholars Project Report.
PUB DATE- 02
NOTE- 10p.; Paper presented at the Annual Meeting of the Western States Communication Association (Long Beach, CA, March 2-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Course Objectives; Higher Education; Pretests Posttests; *Public Speaking; *Student Attitudes
IDENTIFIERS- Civility; Ethical Communication; Public Discourse

Societal acceptance of polarized discourse poses challenges for communication professors engaged in teaching ethical public speaking processes to undergraduates. This study explores how creating caring and safe environments for the discussion of difficult dialogues is paramount to creating civil and reasoned discourse that can address issues of moral conflict. It involved one civil public discourse course in which the goal is to instill a deeper understanding of the necessity of ethical public discourse, while engaging students in the process of crafting rhetorical presentations. Students follow certain procedures at the beginning and end of the course, and they must give four speeches as class assignments. Two broad research questions were posed to investigate whether students in this in-context speech course would learn the presentational skills that traditional public speaking courses address and whether students would discover the importance of civil public discourse in promoting reasoned and rational public deliberations. Pre- and post-tests revealed that students vacillate between dualistic and multiplistic thinking, moving from strongly held beliefs about what is right and wrong to basing their decision-making processes on authorities or intuitive feelings about the goodness-of-fit for any expressed position. Results suggest that students' understanding of civil public discourse does increase. Pre- and post-tests for another research question indicated that all students reported an increase in public speaking skills especially in their understanding of ethical public speaking. (Contains 10 references.) (NKA)

ED 462 701 CS 510 764

Asser, Hiie; Poom-Valickis, Katrin
Learning To Write: From Choosing the Topic to Final Draft.
PUB DATE- 02
NOTE- 12p.; Paper presented at the European Reading Conference (12th, Dublin, Ireland, July 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; *Learning Strategies; *Writing Processes; Writing Research; *Writing Skills

Relationship; Writing Improvement; Writing Instruction; Writing Skills

This brochure offers parents tips on helping their children connect writing with reading. It begins by noting that preschool children often want to scribble on paper, scribbles which sometimes represent a story. It suggests making space in the home for literacy, and encouraging early efforts. The brochure then offers four brief activities for every family: reading and acting out fables or short stories; creating a personal word dictionary; sending children little notes; and helping the child to start a journal. It also suggests including your child in household activities that include elements of reading and writing, and it describes how technology can help. It concludes that because the skills for reading and writing reinforce one another, children's skills and proficiency will be strengthened if they make the reading-writing connection. It lists six other brochures from the International Reading Association. (RS)

ED 462 721　　　CS 510 813

Moss, Jeanette
See the World on the Internet: Tips for Parents of Young Readers--and "Surfers" = Vea el mundo por Internet: Ideas por padres de jovenes lectores y exploradores.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Electronic Mail; Elementary Education; *Information Sources; *Internet; Mass Media Use; *Parent Participation; *Parent Student Relationship; *World Wide Web

Regardless of whether a parent has Internet access at home, it is essential that parents learn with their children and be aware of where their travels on the Internet are taking them. Many libraries have Internet workshops for parents or children or both. In the excitement of looking at sites, children may not even realize they are reading. Many Internet sites include lists of outstanding and award-winning books, stories to read online, and access to popular authors' web sites. Another great way the Internet can promote learning is for children to use it to research particular interests for school reports or just for fun. Sending and receiving e-mail provides a way for children to practice writing as well as reading. Although computer software programs that block inappropriate sites are available, the best way for parents to monitor their children's Internet use is to spend time online with them and discuss the kinds of things they may come across. If parents begin their Internet travels with a few of the seven sites listed, numerous other possibilities will unfold. (RS)

ED 462 722　　　CS 510 815

Clements, Aedin
Library Safari: Tips for Parents of Young Readers and Explorers = De safari por la biblioteca: Consejos para padres de lectores y exploradores jovenes.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English; Spanish

Participating in the Internship Program" (Ronald L. Capasso and John C. Daresh); "Leaders Helping Leaders: A Practical Guide to Administrative Mentoring (Second Edition)" (John Daresh); "Albuquerque Principals Have ESP" (Carl J. Weingartner); "The Mentor's Guide" (Lois J. Zachary); and "Getting Personal: New York City's District Two Puts Priority on Principals" (Liz Willen). (RT)

ED 462 742 EA 031 554

Stenvall, John Theodore; Stenvall, Marilyn J.
An Analysis of 2000 API Scores for California Public Schools on Traditional and Year-Round Calendars at the Elementary, Middle and High School Levels.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Testing; Elementary Secondary Education; *Public Schools; School Schedules; Student Placement
IDENTIFIERS- *California

Research was conducted to assess interpretation, implications, and significance of the 2000 Advanced Placement Index (API) scores for California public schools. Multiple regression models were developed from the statistics on each type of school at the elementary, middle, and high school levels using traditional, double-session, year-round single, three-, four-, and five-track calendars. Results show that schools on balanced calendars (single track) outperformed gains recorded for traditional calendar schools at all levels. Multitrack year-round schools on three-track and five-track calendars improved their APIs in year 2000 over year 1999. Four-track calendar schools gained over the year, but did not score higher gains than traditional calendar schools owing to the impact of limited-English-proficient (LEP) and socioeconomically (SES) disadvantaged students. Impaction is a significant factor that requires further study. Further research is also indicated in terms of programs, both curricular and parent-oriented, that would further ameliorate the effect of SES, LEP, and lunch programs. Three appendices containing data and calculations for peer review are available upon request. (RT)

ED 462 743 EA 031 555

School Safety and Security Best Practices Approved by the Commissioner of Education. Information Brief. Report.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Methods; Program Design; *School Safety; *School Security; Self Evaluation (Groups); State Legislation
IDENTIFIERS- *Florida

The 2001 Florida Legislature passed Ch. 2001-125, Laws of Florida, Section 40, which is often referred to as the Safe Passage Act. It requires all school districts to conduct a self-assessment of their school safety and security using best practices developed by the Office of Program Policy Analysis group of newly independent post-Soviet countries. In addition to the difficulties of the transition period similar for all former centrally planned economies (hyper-inflation, underfunding of education, exodus of teachers from the profession, budget cuts and delays in actual payment), the education system faces the consequences of the devastating civil war. Only radical actions focused on cost reduction and diversification could help under these circumstances, though the implementation capacities are still weak. The measures considered by the country to improve educational finance were unusual by regional standards, for example, reducing the cycle of compulsory education from 9 to 7 years to liberalize financial autonomy of schools; introducing tuition and user fees in primary and secondary education; and gradually making all higher education institutions totally self-financing. An appendix contains tables of statistics and a list of state-financed institutions. Annex 1 presents the rationale, description, and methodology used in this study. Annex 2 lays out the program of the third meeting of the project on 21-25 June 1999. (Contains 27 tables.) (RT)

ED 462 764 EA 031 629

Ziyaev, Muzafar K.; Rakhmonov, Ahadjon; Sultanov, Murtazo S.
Educational Financing and Budgeting in Uzbekistan. Financial Management of Education Systems. Working Document.
PUB DATE- 00
NOTE- 157p.; Project sponsored by the Dutch Ministry of Foreign Affairs.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Finance Reform; Foreign Countries; *Money Management
IDENTIFIERS- *Uzbekistan

This book provides an indepth description and analysis of financial management and budgetary procedures for education in Uzbekistan. The Uzbek approach is different from that of other newly independent countries of the former Soviet Union. The country chose a policy of maintaining the advantages of the former system of education while introducing relevant reforms and innovations. Its features are stability, continuity, self-reliance, and a thorough and conscientious examination of a variety of options for decision-making. Unlike other transition countries of the region that experienced certain difficulties in the financing of education, Uzbekistan elaborated prudently its major reform of the education system. Launched in 1997, the Presidential Programme for education development and staff training is unique for the post-Soviet zone because it extends the compulsory cycle of education up to 12 years, enhances the quality of curriculum according to Western standards, and upgrades obsolete institutions to the level of professional colleges and academic lyceums. Other remarkable changes are the introduction of textbook fees and income-generation at school level through entrepreneurial activities. Appendix 1 presents the rationale, description, and methodology used in this study. Appendix 2 lays out the program of the third meeting of the project on 21-25 June 1999. (Contains 19 tables and 2 charts.) (RT)

ED 462 765 EA 031 630

Beaton, Albert E.; Postlethwaite, T. Neville; Ross, Kenneth N.; Spearritt, Donald; Wolf, Richard M.

(055)

DESCRIPTORS- *Behavior Modification; Classification; Clinical Diagnosis; Disability Identification; *Discipline; Educational Strategies; Elementary Secondary Education; *Eligibility; *Emotional Disturbances; Evaluation Methods; *Federal Legislation; Individualized Education Programs; Special Education; State Regulation; *Student Evaluation; Student Placement; Student Rights

IDENTIFIERS- Americans with Disabilities Act 1990; Colorado; Functional Behavioral Assessment; Individuals with Disabilities Education Act; Rehabilitation Act 1973

This guidebook is designed to assist Colorado school and agency professionals in the identification of students with emotional disabilities and in the development and implementation of services for such students with emotional disabilities. Following an introductory chapter, chapter 2 discusses federal and state law governing the identification of, and services to, students with emotional disabilities. Provisions under the Individuals with Disabilities Education Act, the Rehabilitation Act of 1973, and the Americans with Disabilities Act are reviewed, and "significant identifiable emotional disability" (SIED) is defined under Colorado state law. Chapter 3 describes discipline procedures for students with emotional disabilities including suspensions, expulsions, and manifestation determination requirements. A discipline flow chart is provided. Chapter 4 explores current issues and research relating to the eligibility, programming, and services to students with emotional disabilities. The following chapter describes tools and strategies for the identification and eligibility of students with significant identifiable emotional disabilities, including the use of functional assessments. The last two chapters discuss linking assessment data to instructional and positive behavioral supports and future areas for research. Appendices include a chart of functional assessment tools and purposes and uses, and an example of a completed SIED eligibility determination worksheet. (Contains 46 references.) (CR)

ED 462 782 EC 308 844

Self-Determination Synthesis Project. Final Performance Report.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 01

NOTE- 228p.; Wendy M. Wood and David W. Text, Project Co-Directors.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Case Studies; *Disabilities; Elementary Secondary Education; *Instructional Effectiveness; Knowledge Base for Teaching; Meta Analysis; Parent Role; Program Design; *Self Advocacy; *Self Determination; Student Participation; Teacher Student Relationship; *Teaching Methods; Transitional Programs

This final report discusses the activities and outcomes of the Self-Determination Synthesis Project (SDSP), a project designed to synthesize, corroborate, and communicate the professional knowledge base on the effects of self-determination and self-advocacy interventions for children and youth with disabilities. The SDSP used both quantitative and qualitative methods to identify effective practices in promoting self-determination for students with disabilities. A comprehensive literature review and meta-analysis of self-determination intervention outcomes was conducted with the extant literature.

the replication of the FCT Model within local programs presently serving infants, toddlers and their families. Training in the FCT model was provided to administrators, early intervention specialists, paraeducators, early Head Start professionals, Healthy Start home visitors, health nurses and case managers serving or planning to serve infants and toddlers with disabilities and their families. The model used a module training design paired with a corresponding pre-training assessment tool (the Rating Scale of Early Intervention Practices) allowing for effective delivery of individualized training. Successful implementation of practices by 90 participants resulted in more family focused services for 1,200 young children and their families. The training of trainers was an integral part of the project design and allowed for cost effective dissemination of the model and a mechanism to ensure extended training beyond the life of the grant. The 22 trainers involved have completed formal second generation training for 90 participants and informal training for many more. This final report describes the project and its accomplishments and includes the following seven appendices: (1) Project Dissemination Materials and Activities; (2) Participant Training Materials--Sample; (3) Assessment Tool; (4) Summary of Participant Training Data and Feedback; (5) Summary of Follow-Up Data for Sites Trained; (6) Trainer Training Materials--Sample; and (7) Summary of Trainer Training Data and Feedback. (SG)

ED 462 798 EC 308 869

Rader, Rick, Ed.
Exceptional Parent, 2001.
PUB DATE- 01
NOTE- 1510p.; Published by Psy-Ed Corp. Published monthly.
LANGUAGE- English
EDRS Price- MF12 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; *Child Rearing; *Disabilities; Early Childhood Education; *Educational Technology; Elementary Secondary Education; Family Environment; Health Services; *Medical Research; Organizations (Groups); Parent Associations; Parent Child Relationship; Parent Education; Physical Mobility; Play; Recreation; Residential Programs; *Social Integration; Special Schools; Student Placement; Technology; Toys; Vocational Rehabilitation; Wheelchairs
IDENTIFIERS- Shriver (Maria)

This document collects the 12 monthly issues of Volume 31 of "Exceptional Parent," a magazine focused on practical advice for parents of children with disabilities. Most of the issues include a focus topic as well as articles on other issues, columns, reviews, and letters. These 12 issues concentrate on the following areas: (1) information resources on special disabilities, parent support, vocational rehabilitation, and Canadian organizations; (2) early childhood; (3) promising medical research; (4) mobility and wheelchair selection and financing; (5) recreation, sports, and play; (6) pearls of wisdom from parents and professionals and technology in daily living and education; (7) adolescents with disabilities and school to work options; (8) healthcare and treatments for seizures; (9) schools, camps, and residences for students with disabilities; (10) the serious business of play; (11) impressions of Maria Shriver; (12) family, friends, and community, and coping with disaster. (CR)

ED 462 799 EC 308 871

in Oregon, this brochure describes the general mediation process that parents can use to resolve special education services disputes with schools. It begins by discussing what mediation is and the characteristics of a trained mediator. It addresses the requirement for making mediation available to parents under the Individuals with Disabilities Education Act and the benefits of mediation. Some potential concerns about mediation are listed and frequently asked questions about mediation are answered. The last part of the brochure lists ways parents can prepare for mediation, including identifying the issues to discuss, making a written list, writing out any questions that need to be addressed, organizing documents, anticipating questions, considering all possible solutions, using parent resources, and asking a parent advocate for help. Comments by parents who have had successful outcomes using mediation are provided, as well as additional resources for more information. (CR)

ED 462 817 EC 308 951

Thurlow, Martha
Accommodations for Students with Disabilities in High School. Issue Brief.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 02
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Accommodations (Disabilities); Curriculum; *Disabilities; *High Schools; Individualized Education Programs; *Secondary School Teachers; State Programs; State Regulation; Teacher Attitudes; *Testing Accommodations; Transitional Programs
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997

This briefing paper discusses academic accommodations for high school students with disabilities. It begins by reviewing provisions under the Individuals with Disabilities Education Act that require Individualized Education Programs to include a statement of the program modifications or supports that will be provided for the child to enable the child to advance appropriately, be involved and progress in the general curriculum, participate in extracurricular activities, and to be educated and participate with his or her typical peers. A chart provides examples of instructional accommodations for material and curriculum and for teaching methods. Different accommodations used for assessments are also listed, including changes to testing setting, timing, scheduling, presentation, and response requirements. Definitional considerations relating to accommodations and modifications are also discussed. Research findings on accommodations used in 12 states are reported and indicate accommodations are used by greater percentages of students at the elementary school level than at either the middle school or high school levels. A chart illustrates state-reported levels of use of accommodations for the 12 states. (Contains 13 references.) (CR)

ED 462 818 EC 308 952

Bach, Michael
Agenda for Action: Policy Directions for Children with Disabilities and Families. Children and Family Series.
PUB DATE- 00

Language Learning

The two issues in this volume of the "JALT Journal" contain the following articles: "Comprehension and Production Practice in Grammar Instruction: Does Their Combined Use Facilitate Second Language Acquisition?" (Takeo Tanaka); "Professional Development and the JET Program: Insights and Solutions Based on the Sendai City Program" (Anthony Crooks); "Language Learning Motivation of EFL Learners in Japan: A Cross-Sectional Analysis of Various Learning Milieus" (Yuzo Kimura, Yoshiyuki Nakata, and Tomomi Okumura); "Beliefs about Learning and Teaching Communicative English in Japan" (Hiroko Matsuura, Reiko Chiba, and Paul Hilderbrandt); "What Counts in the Acquisition and Attrition of Numeral Classifiers?" (Lynne Hansen and Yung-Lin Chen); "An Analysis of Discourse Miscues in the Oral Production of Non-Native Speakers of English" (V. Michael Cribb); "Tools of Recursion, Intermental Zones of Proximal Development, and Critical Collaborative Autonomy" (Tim Murphey); "L2 Learners' Strategic Mental Processes during a Listening Test" (Naoko Taguchi); "How Reliable and Valid Is the Japanese Version of the Strategy Inventory for Language Learning (SILL)?" (Gordon Robson and Hideko Midorikawa); "Quiet Apprehension: Reading and Classroom Anxieties" (Sae Matsuda and Peter Gobel); and "A Rationale for L1-to-L2 Literacy Translation in College EFL Instruction" (James W. Porcaro). The journal issues in this volume also include reviews of 10 books on such topics as researching and applying metaphor, language teaching, the evolution of written English, and critical applied linguistics. (SM)

ED 462 838 FL 027 174

Algeo, John, Ed.
The Cambridge History of the English Language. Volume VI: English in North America.
PUB DATE- 01
NOTE- 625p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Black Dialects; *Diachronic Linguistics; Foreign Countries; Grammar; Language Usage; *Language Variation; Linguistic Borrowing; *North American English; Spelling; United States History
IDENTIFIERS- Canada; Slang; United Kingdom

This book is one volume in a series that examines the history of English. It traces the history of English in North America during the past 400 years, from its British background to its present position among the varieties of English used worldwide. Influences that have formed American English include political, social, and cultural changes in American life, contact with other languages in North America, and continuing immigration. In this book, 16 authorities consider how vocabulary (both standard and slang), grammar, spelling, and usage in both the standard language and regional and social dialects have evolved in response to various influences, noting the relationship between British and American English. Fourteen chapters examine the following: (1) "External History" (John Algeo); (2) "British and American, Continuity and Divergence" (John Hurt Fisher); (3) "British and Irish Antecedents" (Michael Montgomery); (4) "Contact with Other Languages" (Suzanne Romaine); (5) "Americanisms" (Frederic G. Cassidy and Joan Houston Hall); (6) "Slang" (Jonathan E. Lighter); (7) "Dialects" (Lee Pederson); (8) "African-American English" (Salikoko S. Mufwene); (9) "Grammatical Structure" (Ronald R.

highly motivated to learn Korean, but they were opposed to Korean-English two-way immersion programs. The teacher, however, strongly favored such programs. After a process of reflection, debate, journaling, and interviewing, a new understanding was reached that reconciled the apparent ideological conflict that separated teacher from students. Findings suggest that attitudes toward the Korean language and culture are inextricably bound to attitudes toward English proficiency and Korean immigrants. (Contains 19 references.) (SM)

ED 462 859 FL 027 198

Ouellette, Mark A.
"That's Too Bad": Hedges and Indirect Complaints in "Troubles-Talk" Narrative.
PUB DATE- 01
NOTE- 22p.; In: Working Papers in Educational Linguistics, 2001; see FL 027 192.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Discourse Analysis; *Discourse Modes; Females; French; Korean; *Oral Language; *Speech Communication
IDENTIFIERS- *Complaints; Conversational Analysis; *Hedges (Linguistics)

In many cultures, the "troubles-talk narrative" is a speech event which builds solidarity between interlocutors through the indirect speech act of complaining and through face-saving strategies such as speaker "hedges" and listener "commiserative responses" as backchannels. The manner in which speakers perform such narratives may differ. This study examines the discourse structure of troubles-talk narrative by comparing how female speakers of English, French, and Korean indirectly complained in separate language groups in English. Participants were females ages 25 to 30 years old from a large, urban, intensive English program. Participants were placed into one of three conversation groups (native speakers of American English, native speakers of French, and native speakers of Korean), then left alone and videotaped discussing five topics. Results reveal a similar structural pattern across subject groups. The amount and proportion of hedges and indirect complaints for each group suggested group differences concerning the relationship between these two narrative elements. The differing lengths of narratives for each group suggested that the quality of troubles-talk may involve not merely the amount of complaining or hedging, but also the extent to which these elements spread across the relative length of the discourse unit. Appended are transcription conventions. (Contains 28 references.) (SM)

ED 462 860 FL 027 199

Akcan, Sumru
Factors Facilitating Verbal Interaction in Group Work in a Ninth-Grade Content-Based ESL Class.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Administration; Higher Education; *Information Technology; Program Improvement; Qualitative Research; *Total Quality Management
IDENTIFIERS- *University of Louisville KY

This research investigated the application of Total Quality Management (TQM) in the Information Technology Office (IT) of the University of Louisville since fall 1992. The study includes a detailed literature review of the relationship between TQM and higher education institutions. It is a qualitative analysis, involving a research methodology of interviews (with the Assistant Vice President of IT and two Quality Council Team members), document analyses, and participant observation at a Quality Council meeting. The results show that TQM is making a difference in the management style of IT, and in this sense, in the University of Louisville and higher education institutions as a whole. TQM has helped in flattening the organization of IT, establishing feedback processes, and trying to improve services to customers continuously. For the implementation process, TQM requires clear objectives, strategies, and actions, as well as the understanding of the difficulties that come from a style of management that differs in many ways from the traditional style of managing. TQM is a tool of administration that has a future in institutions of higher learning. (Contains 19 references.) (Author/SLD)

ED 462 883 HE 034 704

MacFarland, Thomas
An Annotated Bibliography of Selected Literature Related to the Search Terms Higher Education, Academic Programs, Grades, Placement, and Motivation.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; *College Programs; *Grades (Scholastic); *Higher Education; *Motivation; *Prediction; Resources; Student Placement

This annotated bibliography lists and comments on 24 selected items from the literature related to the terms higher education, academic programs, students, grades, placement, and motivation. Databases available at Nova Southeastern University, Florida, and Internet sites were used for the review. Most of the literature relates to the predictive ability of individual tests, or more specifically, the lack of predictive ability, of these tests for later measures of success. (SLD)

ED 462 884 HE 034 705

Gambone, Kirsten; Rowles, Dorothy; Szuchyt, Jamie; Deitrick, Susan; Gelband, Amy; Lu, Barbara Chris; Zohe, Dorothy; Stickney, Deborah; Fields, Susan; Chambliss, Catherine
Attitudes and Expectations Regarding Maternal Employment among Male and Female College Students.
PUB DATE- 02
NOTE- 12p.

campus mix in enrollments, degrees conferred, average resident undergraduate tuition and fees, state funding, and average faculty salaries. Other tables, grouped by category, are: (1) Students, which includes data on students needing remediation, student performance for core and noncore curriculum students, average Scholastic Assessment Test scores, undergraduate enrollment, graduate and professional enrollment, total enrollment, enrollment at state-aided independent institutions, and enrollment by race and gender; (2) Retention and Graduation, with data on students by race, community college students graduating, community college graduation and transfer rates, and transfer students; (3) Degrees, with data by institution, major program, and race and gender; (4) Faculty, including data on full- and part-time teachers, teacher race and gender, and teacher salaries; (5) Revenues and Expenditures, with data on community colleges, public 4-year colleges, aid to independent institutions, and total capital budget authorizations by campus; (6) Tuition and Fees, containing information on community college, undergraduate, and graduate credit hour tuition and fees; (7) Financial Aid, containing information on undergraduate and graduate financial aid and financial aid program expenditures; and (8) data on private career schools, including enrollment and completion rates. (Contains 33 tables.) (SLD)

ED 462 904 HE 034 781

Hatfield, Susan R.
Department Level Assessment: Promoting Continuous Improvement. IDEA Paper.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Departments; *Educational Improvement; *Evaluation Methods; Higher Education
IDENTIFIERS- *Continuous Improvement

This paper applies the quality concept of continuous improvement to academic departments, very few of which engage in a continuous improvement (CI) initiative. The goal of a CI initiative is for a department to become self-regarding, self-monitoring, and self-correcting. CI efforts begin with the development of a department-level assessment plan that identifies the mission of the department while being practical and principled. Steps to developing a departmental assessment plan are: (1) agree on the mission; (2) identify the scope of the plan; (3) create goals; (4) identify related processes and activities for each goal; (5) brainstorm appropriate measures; (6) evaluate and select measures; (7) identify appropriate assessment methods; (8) develop a plan for collecting data; (9) prioritize goals, set timelines, identify milestones; (10) implement assessment plans; (11) use data to improve processes; and (12) communicate results. A brief example illustrates the process and the considerations departments must recognize in the CI process. (SLD)

ED 462 905 HE 034 782

Hoyt, Donald P.; Pallett, William H.
Appraising Teaching Effectiveness: Beyond Student Ratings. IDEA

online for parents and children. The book discusses: a brief definition of the Internet, including what the Internet has in common with other forms of communication; benefits of using the Internet; getting started on the Internet, including free facilities in the community, understanding the hardware and software basics, options for accessing the Internet, and considerations to keeping in mind when buying a computer to access the Internet; tips on Internet basics, including browsing on the World Wide Web, saving information from the Internet, and electronic communication; tips for ensuring that children have safe, productive, and enjoyable experiences on the Internet; suggestions for helping children develop Internet skills; and supporting school use of technology. A final section offers a sampling of "family friendly" Internet sites available to parents and children. A glossary of computer-related terms is also provided. (AEF)

ED 462 926 IR 021 084

Using Technology To Improve Instruction and Raise Student Achievement. Outstanding Practices. High Schools That Work.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Computer Assisted Instruction; *Computer Uses in Education; *Educational Practices; *Educational Technology; High Schools; *Instructional Development; *Instructional Improvement; Internet; Secondary Education
IDENTIFIERS- High Schools That Work

The 2000 "High Schools That Work" (HSTW) Assessment showed a definite payoff among career-oriented students who used technology. In their 2000 annual reports to the Southern Regional Education Board, many HSTW sites listed technology-related accomplishments: getting students to use the Internet to gather information; teaching students to use computers, printers, scanners and digital cameras in completing challenging projects; and earning awards for student accomplishments in technology use. National studies have revealed that students who have access to computer-assisted instruction and other technology-related experiences show achievements gains on various tests. This Outstanding Practices publication contains 21 examples of how educators are using technology to improve instruction and raise student achievement in academic and career/technical courses. These are just some of the exemplary practices from the more than 1,100 HSTW sites in 26 states. The reports from schools are divided into three sections: "Academic Courses," "Career/Technical Programs," and "Integrated Academic and Career/Technical Studies." (AEF)

ED 462 927 IR 021 085

CNN Newsroom Classroom Guides, February 2002.
PUB DATE- 02
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

ED 462 945   IR 021 103

Schaumburg, Heike
Fostering Girls' Computer Literacy through Laptop Learning: Can Mobile Computers Help To Level Out the Gender Difference?
PUB DATE- 01
NOTE- 10p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Literacy; Computer Uses in Education; Foreign Countries; Grade 9; High Schools; Internet; *Sex Differences
IDENTIFIERS- Confidence; Germany; *Laptop Computers

The goal of this study was to find out if the difference between boys and girls in computer literacy can be leveled out in a laptop program where each student has his/her own mobile computer to work with at home and at school. Ninth grade students (n=113) from laptop and non-laptop classes in a German high school were tested for their computer knowledge and computer confidence. A computer literacy test was developed that included the following scales: (1) confidence in using computers; (2) confidence in using the Internet; (3) computers as a tool or toy; (4) knowledge in hardware and operating system; (5) knowledge in common office applications and presentation software; (6) knowledge in using the World Wide Web for search tasks and in using e-mail; and (7) knowledge in basic security issues. Students from laptop classes outperformed students from non-laptop classes in computer knowledge, while there was no difference in computer confidence. In comparison to the non-laptop classes, the gender gap in computer knowledge was much smaller in the laptop classes. In computer confidence, no harmonizing effect of the laptops was found. (Contains 15 references.) (MES)

ED 462 946   IR 021 104

Schnitz, James E.; Azbell, Janet
Commonalities in Educational Technology Policy Initiatives among Nations.
PUB DATE- 01
NOTE- 21p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Policy; *Educational Technology; Foreign Countries; Foreign Policy; Global Approach; *Information Technology; *Policy Formation; Telecommunications
IDENTIFIERS- United States

While education systems from nation to nation differ significantly according to national character and local requirements, developments in public policy initiatives regarding the use of technology in schools have followed similar patterns among nations as diverse as the United States, Great Britain, Denmark, Italy, Viet Nam, Germany, France, Singapore, Japan, Mexico, and Brazil. This paper is based on

goals of the Washington State Essential Academic Learning Requirements in reading Teachers in LIT schools report that the students are more excited about reading than before and demonstrate high motivation and engagement in reading in a relatively short period of time. This report consists of three main sections. An executive summary provides: a project synopsis; documentation of project activities; student data; professional development/teacher data; and recommendations. Project activities and results are discussed in the second section, which includes: evaluation plan; chronological list of project activities; staff development evaluations; student attitude surveys; student achievement data; teacher surveys; and focus group discussions. The third section includes the following appendixes: workshop evaluation forms and ratings; student attitude surveys; classroom data; teacher survey forms and results; and focus group discussion questions and transcripts. (AEF)

ED 462 966   IR 021 126

Peltz, Steve
Distance Learning Fiscal and Statistical Report, 2000-2001.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Computer Mediated Communication; *Distance Education; Higher Education; Nontraditional Education; Online Systems; Program Descriptions; Statistical Analysis; Statistical Data; Tables (Data)

This Distance Learning Fiscal and Statistical Report is an annual publication designed to document statistical and financial aspects of the Distance Learning Program at West Valley College (Saratoga, California). In addition to presenting comparative distance learning course statistics for the last 15 years, this report presents a thorough review of the 2000-2001 distance learning course offerings, enrollment data, and related revenue generation. Although telecourses remain a popular mode of course offerings, the College developed and offered more online course sections in the year 2000-2001. This year's distance learning highlights include: West Valley College offered 134 sections of distance learning courses; 67 sections of online courses were offered, an increase of 37% over the 49 online courses offered the previous year; online classes are usually capped at 32 students per section, with telecourses averaging closer to 45 students per course, and therefore the average distance learning class size was smaller than in years past; retention rate for distance learning courses was 85% compared to a college-wide average of 81.7%, due to the high quality of instructional design components of the courses, especially the online courses; combined increases in distance learning course offerings resulted in substantial increases in student enrollment and the related Weekly Student Contact Hours (WSCH); the decision to increase distance learning offerings to 134 sections has proven to be economically sound; increased course offerings now make it possible for a West Valley College student taking a combination of telecourses and online courses to complete an A.A. degree totally through distance learning. Tables provide: summer 2000 distance learning course statistics; fall 2000 telecourse statistics; fall 2000 online course statistics; spring 2001 online course statistics;

certificate program incorporates academic and clinical education in pharmacy practices and includes academic instruction in human anatomy and physiology, medical terminology, and elemental chemistry. The laboratory courses are taught on campus in a lab setting, while the lecture courses are delivered via compressed video. The lectures are developed through collaboration between BPCC and DCC. In recognition of the innovative and collaborative efforts of BPCC and DCC, the BoR awarded the two schools a Distance Learning Initiative Grant of $70,000. (NB)

ED 462 983 JC 010 582

Maui Community College Campus Safety and Security.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; Community Colleges; *Crime Prevention; *Educational Environment; Educational Facilities Planning; Institutional Characteristics; *School Safety; *School Security; Two Year Colleges
IDENTIFIERS- *University of Hawaii Maui Community College

This document discusses campus safety at Maui Community College (MCC) (Hawaii). MCC is situated on 75 acres of land; the campus population is approximately 2,700 day and night students, with a faculty and staff of approximately 175. The report presents information on campus security services, procedures for reporting crimes and emergencies, accessing campus facilities, crime prevention programs, the use of alcoholic beverages, illegal drug and weapon prohibition, and procedures for handling sexual offences on the campus. Also offered is a list of safety precautions and phone numbers for local assistance programs and services. Between academic year 1996 and 1998, the following crimes were reported on campus: one assault, five burglaries, three auto thefts, and one violation of the liquor laws. The campus has 24-hour security and does both foot and vehicle patrols; a full range of public safety services, including incident reports, investigations, and enforcement of college policies regarding alcohol, drugs, and weapons is also provided on campus. Crime prevention programs include an escort service for persons walking on campus at night and facilities and grounds surveys to maintain safety and security and to remove hazards. (LD)

ED 462 984 JC 010 590

Dillon, Paul; Patthey-Chavez, Genevieve; Thomas-Spiegel, Joan
Instructor Attitudes, Curriculum Content and Student Success: A Multi-Layered, Multi-Method Exploration of Developmental Instruction.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the Research and Planning Group for California Community Colleges (38th, Pacific Grove, CA, April 26-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Community Colleges; *English Instruction; English (Second Language); Needs Assessment;

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Enrollment; Expenditures; Federal Aid; *Financial Support; Higher Education; Income; School Funds; State Aid; *Tuition; Two Year Colleges
IDENTIFIERS- *City University of New York

This document compares unrestricted funding revenue at City University of New York (CUNY) with other select universities, colleges, and community colleges from the 1990 fiscal year to the 1999 fiscal year. Unrestricted funding revenue is limited to public support and tuition. Revenue from private gifts, grants, contracts, endowments, educational services, and other auxiliaries are not included. The selected colleges and universities were chosen based on their Carnegie classification, urban mission, and student demographics. The report shows that: (1) unrestricted funding revenue at CUNY senior four-year colleges declined 15% ($154 million) between 1990 and 1999, even though enrollments and tuition both increased during the same time period; (2) unrestricted current fund revenue at the national senior college peer group rose 16% between 1990 and 1999; (3) enrollment-based state aid, maintenance of effort legislation and increased funds for facility improvements at Hostos, LaGuardia, and Kingsborough community colleges during the 1990s left the CUNY community college system with smaller funding losses than those experienced at the senior colleges; and (4) total unrestricted current fund revenue rose 4% at the community college peer institutions. (Contains 10 tables.) (MKF)

ED 463 004   JC 020 220

Mt. San Jacinto College Fact Book, 2001.
PUB DATE- 01
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; *College Faculty; Community Colleges; *Enrollment; Enrollment Trends; Full Time Faculty; *Institutional Characteristics; Minority Groups; Part Time Faculty; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Mount San Jacinto College CA

This fact book for Mt. San Jacinto College (MSJC) (California) contains institutional and student information presented in charts, graphs, and tables. It is designed to serve as a general reference for the MSJC community. Report highlights include: (1) MSJC has two campuses and more than 30 additional sites, through which it will ultimately provide for 15,000 to 20,000 students; (2) between 1996 and 2000 there was a 54% increase in MSJC's student population, from 7,082 to 10,932; (3) in 1996, 64% of students were white (non-Hispanic), compared with 58% in 2000; (4) Hispanics make up 19% of the district population, but they represent almost 25% of MSJC's student population; (5) 63% of enrolled students are female, compared with 56% females enrolled in community colleges statewide; (6) while the percentage of students under the age of 30 has remained relatively stable, the percentage of students over 50 increased from 6% to 9% between 1996 and 2000--this is the second fastest-growing segment of the student population after Hispanics; (7) approximately 60% of students attend classes during the day, which is less than the statewide recognized by most employers or union leaders nor given prior learning credit by educational institutions. The study concluded that underestimation of the current range and depth of workers' knowledge and skills by union leaders represents a significant barrier to further growth of the labor movement. Recommendations for strategies to facilitate union growth are suggested, based on what has worked most effectively in these locals of differing general organizational strength and demographic profiles. (KC)

ED 462 537 CE 082 665

Quarter, Jack; Midha, Harish
Informal Learning Processes in a Worker Co-Operative. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Administration; Collegiality; *Cooperatives; Developed Nations; Discussion; Experiential Learning; Foreign Countries; *Informal Education; *On the Job Training; Ownership; Participative Decision Making; Postsecondary Education; Program Effectiveness; *Social Capital; *Success
IDENTIFIERS- Ontario (Toronto)

A study was conducted to understand the informal learning processes of the members of a worker natural foods store cooperative, The Big Carrot, in Toronto. Eight members with central roles in the natural foods retailer were interviewed. In addition, key documents and other writings on the cooperative were examined. The data indicate that members of the cooperative acquire the knowledge that is needed to perform their roles using informal learning processes. Processes most often used were the following: (1) learning from experiences (learning by doing); (2) discussions (either one-on-one or during meetings); and (3) questions to internal experts and other members. The study concluded that the success of the informal learning processes at the Big Carrot may be due in part to the "social capital" in place as a result of the cooperative structure in which workers play a more integral role than in more common capitalist businesses. (Author/KC)

ED 462 538 CE 082 669

Mojab, Shahrzad; McDonald, Susan
Women, Violence and Informal Learning. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Anxiety; Battered Women; Cognitive Style; Developed Nations; Educational Attitudes; Fear; Females; Foreign Countries; Functional Literacy; *Immigrants; *Informal Education; *Kurdish; Language of Instruction; Law Related Education; Laws; Learning Processes; Learning Strategies; Legal Problems; Literacy Education; Minority Groups; Peer Teaching; Personal Narratives;

directly in the program's job search component. Within 2 years, 242 participants had moved into employment and 129 of the 158 training graduates moved into jobs that were directly related to their training and paid starting hourly wages of $6.85-$25. (MN)

ED 462 554 CE 082 935

The Customer Flow Toolkit: A Framework for Designing High Quality Customer Services.
PUB DATE- 01
NOTE- 54p.; Also developed by the New York State Department of Labor Customer Flow Work Team.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Assessment Centers (Personnel); *Caseworker Approach; Coordination; *Counselor Client Relationship; Federal Legislation; *Human Services; Job Placement; Job Search Methods; Models; Needs Assessment; Public Relations; *Referral; State Agencies; Statewide Planning; Systems Approach; Total Quality Management; Worksheets
IDENTIFIERS- Customer Services; New York; *One Stop Centers; Workforce Investment Act 1998

This document presents a toolkit to assist staff involved in the design and development of New York's one-stop system. Section 1 describes the preplanning issues to be addressed and the intended outcomes that serve as the framework for creation of the customer flow toolkit. Section 2 outlines the following strategies to assist in designing local customer flow processes: (1) convene a local work team; (2) define the local one-stop system's access points; (3) develop a customer flow model (develop customer flow at the initial point of contact, customer flow for referral to initial services, customer flow for referral to additional services, and continuous improvement activities); and (4) implement the new customer flow procedures. Section 3 is a compendium of promising practices that are currently being applied in local one-stop centers and systems to promote effective customer flow. Section 4 lists the members of the broad-based work team involved in development of New York's customer flow model. Three figures, nine worksheets, and numerous tips are provided throughout the toolkit. The following items are appended: (1) seven key principles of the Workforce Investment Act; (2) a standardized protocol for determining customer needs; (3) customer examples; and (4) examples of customer flow models. (MN)

ED 462 555 CE 082 936

Risk It: A Youth Curriculum Resource for the Certificates in General Education for Adults.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.; Australian National Training Authority, Brisbane.
PUB DATE- 00
NOTE- 55p.; Gill Meek and Sally Crockett (The Centre), Cate Thompson (Swinburne University of Technology), and Karen Dymke (Donvale Living & Learning Centre) were the project team.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

on children from 1,900 families participating in MFIP were examined through a review of baseline characteristics and administrative records data and a 36-month client survey. Compared with children in AFDC, children in MFIP exhibited fewer behavioral problems and did better in school. Mothers in MFIP were more likely to work and had higher incomes. Children in MFIP were more likely to be placed in child care and have continuous health insurance coverage. Mothers in MFIP were more likely to marry and less likely to experience domestic abuse. (Seventy-one tables/figures are included. The following items are appended: major differences in rules under the AFDC; a response analysis of MFIP's 36-month survey; details about the construction of child and family outcomes; MFIP's effects on children in all counties and rural counties; MFIP's effects on selected child outcomes for all children in the evaluation; and a summary of MFIP's impacts converted into size effects. The bibliography lists 105 references.) (MN)

ED 462 571 CE 082 968

Smith-Mello, Michal; Childress, Michael T.; Watts, Amy; Watkins, John F.
Challenges for the New Century: Trends That Will Influence Kentucky's Future.
PUB DATE- 00
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Computers; Access to Education; Adult Education; Aging (Individuals); Change Strategies; Computers; Early Childhood Education; Economic Climate; Economic Development; Education Work Relationship; Educational Finance; Educational Needs; Educational Policy; *Educational Trends; Elementary Secondary Education; *Employment Patterns; Equal Education; Futures (of Society); Higher Education; Human Capital; Information Technology; Labor Force; Labor Force Development; Middle Aged Adults; Needs Assessment; Older Adults; Outcomes of Education; *Policy Formation; Population Trends; *Public Policy; *Salary Wage Differentials; School Holding Power; Social Capital; State Surveys; *Statewide Plann Impact Studies; *Kentucky; Return on Investment
IDENTIFIERS- Impact Studies; *Kentucky; Return on Investment

Trends that will influence Kentucky's future were examined along with policy options for responding to those trends. According to the analysis, the effects of the new economy on Kentucky has been mixed. Although many Kentuckians have benefited from the new economy, the state's least educated and poorest residents are falling further behind the rest of the nation. The inequalities in the areas of income and access to information technology are especially significant. Kentucky has recognized that education is the key to closing these gaps. Access to health care and Kentucky's increasing elderly population are additional areas of concern. Kentucky policymakers will need to devote special attention to the following areas: (1) reducing income inequalities; (2) closing the digital divide; (3) plugging health care gaps; (4) investing in people, especially by increasing investments in early childhood, K-12, postsecondary, and adult education; (5) building social capital; and (6) managing demographic change. (Fifty-three tables/figures are included. Discussions of the following items are appended: income inequality; computer and network usage; selected variables examined in a 2000 survey of 3,000 Kentucky high school students; factors affecting the probability of

"From Literacy to Lifelong Learning in Tanzania" (Alix Yule); "Lifelong Learning and the Private Sector" (William Hanna, Pierre Haillet); "Recent Trends in the Practice of Lifelong Learning and Adult Education in Russia" (Joseph Zajda); "Community Empowerment through Lifelong Learning in Developing Countries" (Sharmala Naidoo); "Lifelong Learning, the Individual and Community Self-Help" (John Wilson); "New Lives for Old: Lifelong Learning among the Indigenous Peoples of Taiwan and Canada" (Huang Tung-Chion, Akiyo Pahalaan, John Steckley); "Promoting Lifelong Learning in Developing Countries: The Institutional Environment" (Ravi Palepu); and "Learning in the Third Age" (Leslie Dale). Many papers include substantial bibliographies. (MN)

ED 462 588 CE 083 033

Schuetze, Hans G., Ed.; Slowey, Maria, Ed.
Higher Education and Lifelong Learners: International Perspectives on Change.
PUB DATE- 00
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Access to Education; Adult Students; Change Strategies; *Colleges; Comparative Analysis; Comparative Education; Conventional Instruction; Definitions; Educational Attitudes; Educational Change; Educational Objectives; Educational Policy; *Educational Trends; Enrollment Influences; Enrollment Trends; Equal Education; Foreign Countries; Higher Education; Labor Market; *Lifelong Learning; Nontraditional Students; Participation; Reentry Students; School Business Relationship; *Student Characteristics; *Student College Relationship; Trend Analysis; *Universities
IDENTIFIERS- Australia; Austria; Canada; Germany; Impact Studies; Ireland; Japan; *Learning Society; New Zealand; Sweden; United Kingdom; United States

This book contains 11 papers on higher education and lifelong learners. The following papers are included: "Traditions and New Directions in Higher Education: A Comparative Perspective on Non-Traditional Students and Lifelong Learners" (Hans G. Schuetze, Maria Slowey); "Austria: The Enduring Myth of the Full-Time Student: An Exploration of the Reality of Participation Patterns in Austrian Universities" (Hans Pechar, Angela Wroblewski); "Germany; Non-Traditional Students in German Higher Education: Situation, Profiles, Policies and Perspectives" (Andra Wolter); "Ireland: Adult Learners and Non-Traditional Students in Irish Higher Education" (Tom Collins); "Sweden: Non-Traditional Students in Higher Education in Sweden: From Recurrent Education to Lifelong Learning" (Agnieszka Bron, Karin Agelii); "The United Kingdom: Redefining the Non-Traditional Student: Equity and Lifelong Learning in British Higher Education, 1985-2000" (Maria Slowey); "Canada: Higher Education and Lifelong Learning in Canada: Re-Interpreting the Notions of 'Traditional' and 'Non-Traditional' Students in the Context of a 'Knowledge Society'" (Hans G. Schuetze); "The United States: Heterogeneity of the Student Body and the Meaning of 'Non-Traditional' in U.S. Higher Education" (Seth Agbo); "Australia: Higher Education and Lifelong Learning: An Australian Perspective" (Richard James, David Beckett); "Japan: From Traditional Higher Education to Lifelong Learning: Changes in Higher Education in Japan" (Shinichi Yamamoto, Tomokazu Fujitsuka, Yuki Honda-Okitsu); and "New Zealand: The Impact of Market Forces in the Quest for

Systems; Distance Education; Educational Environment; Educational Practices; *Flexible Progression; Foreign Countries; Glossaries; Instructional Design; *Instructional Effectiveness; Internet; Lifelong Learning; *Online Courses; Questionnaires; *Vocational Education; World Wide Web
IDENTIFIERS- *Australia

The effectiveness of World Wide Web-based flexible learning practices in Australia was examined. Online vocational education and training (VET) offerings were reviewed, and two Web-based VET modules were examined in case studies that involved observations and semi-structured interviews with teachers and students. According to the survey, approximately 120 modules were offered in a Web-based flexible mode in Australia in 1998. Together, the modules served about 2,300 students, with a median of 31 students involved in each module. The findings suggested that Web-based programs have the potential to support and enhance lifelong learning with an emphasis on learner-directed learning and adaptability. It was concluded that designers of Web-based programs should take advantage of the capabilities offered by technology in ensuring that content materials encourage rich "conversational" interactions and that student self-directedness and reflection are encouraged. The research led to development of data collection and data analysis tools for evaluating Web-based flexible learning in VET. The study findings' implications for the following areas of VET research and practice were discussed: "conversations" in Web-based flexible learning; delivery; the knowledge economy; course design; evaluation; and further research. (Twenty-one tables/figures are appended. The bibliography lists 39 references. The survey questionnaires and a project brochure are appended.) (MN)

ED 462 605   CE 083 058

Lindell, Mats; Abrahamsson, Kenneth
The Impact of Lifelong Learning on Vocational Education and Training in Sweden.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 02
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Continuing Education; *Delivery Systems; Education Work Relationship; *Educational Change; Educational Finance; Educational History; Educational Objectives; *Educational Policy; Educational Principles; *Educational Trends; Elementary Secondary Education; Employment Qualifications; Financial Support; Foreign Countries; General Education; Influences; *Lifelong Learning; Policy Formation; Postsecondary Education; Systems Approach; Trend Analysis; *Vocational Education
IDENTIFIERS- Impact Studies; Stakeholders; *Sweden

In Sweden, initial vocational education (IVT) is financed by public money and is designed to provide basic skills and general qualifications to perform certain functions in an occupation. Continuing vocational training (CVT) is provided primarily by public school institutions, private enterprises, and training companies, trade unions, and employer associations and is subject to negotiations and local solutions between stakeholders. Adult schooling traditions in Sweden emanate from the mid-19th century, and traditions for improving popular literacy can be traced to the late 18th century. The early 1990s were characterized by increasing recognition of the need for recurrent education. The model of recurrent education has

Effective Online Distance Education Instructor" (Mohamed Ally);"The Ins and Outs of a Team Web Course Development Strategy" (Cheryl L. Bielema, Carl Hoagland); "The Student Voice" (Katharine A. Bohley, Elizabeth A. Kiggins, George Weimer); "The Benefits of Video and Web-Based Technology in a Distance Learning System" (Stacie Brigido, Dennis McCarthy); "Conducting Learner Analysis to Adjust Online Instruction for Your Faceless Learners" (Seung Youn (Yonnie) Chyung);"Involving the Deaf Community in Distance Teaching and Learning" (Simone Conceicao-Runlee, Rosmary M. Lehman); "19 Motivational Strategies for Use during Professional Development Workshops" (Thomas E. Cyrs, Carol A. Cyrs); "Distance Education Library Services" (Mollie M. Dinwiddie, Linda L. Lillard); "College Composition Comes to High School" (William Dynes, Elizabeth Kiggins, Dawn Colavita); "Astronomy for 10-Year-Olds" (H. Geissinger, D. McKinnon);"Measuring Information Bandwidth in Online Instruction" (Hoyet H. Hemphill); "E-Learning at General Electric Medical Systems" (Glenn C. Hoyle, Brian J. Adams, Kirk Robertson);"Identification of Successful Learning and Learner Support Systems from a Third Year eHighSchool Program" (Susan L. Jones); "Understanding Independent Learners' Attitudes to and Preferences for Media Technologies" (Adrian Kirkwood); "Strategies for Effective Student/Student Interaction in Online Courses" (Mary Ann Kolloff); "'Soft Skills' from a Distance" (Michael A. Konopka, Mary-Blair Dupre); "Designing Online Animated Tutorials and Learning Games Using Flash and Toolbook" (Dan Lim); "Virtual Universities Need Real Guidance Counselors" (Andrew Linder); and "Creating Authentic Learning Environments on the Web" (Anju Relan). Some papers contain substantial bibliographies. (MN)

ED 462 622 CE 083 092

Wonacott, Michael E.
The CTE/Academic Balance and Three Secondary Outcomes. In Brief: Fast Facts for Policy and Practice.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 5p.; Based on "Career and Technical Education in the Balance: An Analysis of High School Persistence, Academic Achievement, and Postsecondary Destinations," Stephen Plank and funded by National Research Center for Career and Technical Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Academic Education; *Academic Persistence; Comparative Analysis; *Course Selection (Students); Dropout Rate; Dropouts; Education Work Relationship; *Educational Attainment; Enrollment Influences; Integrated Curriculum; Longitudinal Studies; *Outcomes of Education; Policy Formation; Postsecondary Education; Secondary Education; Vocational Education
IDENTIFIERS- *Career and Technical Education; National Education Longitudinal Study 1988

A study examined the outcomes of taking different balances of career and technical education (CTE) and academic courses. The study sample consisted of members of the National Education Longitudinal Study of 1988 (NELS:88) who were eighth-graders in 1988. The study sample members were divided into four groups as follows: (1) academic concentrators (students completing only an academic concentration); (2) CTE concentrators (students completing only a CTE concentration); (3) dual concentrators

(JDM)

ED 462 639 CG 031 551

Shepard, Blythe
Creating Meaning and Making Connections: Lifeplanning Exploration Workshop.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Conference of the National Consultation on Career Development (26th, Ottawa, Ontario, January 24-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Career Counseling; Career Development; Concept Mapping; Foreign Countries; *Learning Activities; Secondary Schools; *Self Concept; Self Evaluation (Individuals); Student Educational Objectives
IDENTIFIERS- Canada; *Life Planning; *Possible Selves

This paper presents three activities developed from research on the life-career development process of youth. The activities are designed to stimulate young people to develop new views of self within the context of their world. The possible selves mapping exercise, community life-space mapping, and photographic displays are self-assessment and exploration activities that are contextual in focus, flexible for use with a wide variety of clients and counseling situations, and practical in application. The possible selves mapping exercise can generate a number of hopes and fears for the future, develop client understanding and appreciation of personal values, and connect current activities with hopes and fears for the future. The community life-spacing map is useful in helping clients create a visual representation of the self within a community context, promote a perspective on the self, develop views of themselves, and produce a record that allows individuals to return to the map over the course of counseling. Ways of helping to create a community life-span map are included along with how to help clients make connections. These subjective approaches to career counseling emphasize meaning and meaning-making. (Contains 10 references.) (JDM)

ED 462 640 CG 031 556

Collins, Sandra; Hiebert, Bryan; Magnusson, Kris; Bernes, Kerry
Campus Alberta: A Collaborative, Multi-University Counsellor Training Initiative.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the National Consultation on Career Development (27th, Ottawa, Ontario, January 22-24, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Continuing Education; Counseling; Counselor Certification; *Counselor Training; *Educational Cooperation; Educational Innovation; Foreign Countries; Graduate Study; Higher Education; *Professional Development; *Program Development; Specialization; Theory Practice Relationship
IDENTIFIERS- Alberta

The need for trained counselors/counseling psychologists, and for schooling are reviewed. Studies published over the past quarter century and abstracted or cited in the Educational Resources Information Center (ERIC) or the PsycINFO databases are examined. The ERIC and PsycINFO databases were selected as representative of the core literature indexes in the areas of education and psychology. (Contains 121 references.) (JDM)

ED 462 660 CG 031 605

Jekielek, Susan M.; Moore, Kristin A.; Hair, Elizabeth C.; Scarupa, Harriet J.
Mentoring: A Promising Strategy for Youth Development. Child Trends Research Brief.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; David and Lucile Packard Foundation, Los Altos, CA.; William and Flora Hewlett Foundation, Palo Alto, CA.; Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 02
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *At Risk Persons; Community Programs; Interpersonal Relationship; *Mentors; Modeling (Psychology); National Programs; Program Effectiveness; Program Evaluation; Research; Resilience (Personality); Youth Problems; *Youth Programs

This research brief highlights studies of nationally- and locally-based youth mentoring programs. The programs were evaluated on an experimentally based design which compared a group of youth randomly assigned to a mentoring program with a group of youth who were not so assigned. The study found overall that mentoring programs can be effective tools for enhancing the positive development of youth. Mentored youth are likely to have fewer absences from school; better attitudes towards school; fewer incidents of hitting others; less alcohol and drug use; and improved relationships with their parents or caregivers. One cautionary note was that mentoring of short duration might do more harm than good. Considerations that policymakers and practitioners may want to keep in mind are addressed. The most important policy consideration suggested is that, in general, mentoring programs are worth the investment. (Contains 19 references.) (JDM)

ED 462 661 CG 031 606

Jackson, Shelley A.
A Study of Teachers' Referrals to the School Counselor.
PUB DATE- 01
NOTE- 25p.; Paper presented at Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; Black Students; Cross Cultural Studies; Cultural Pluralism; *Diversity (Student); Elementary School Students; Elementary Schools; Environmental Influences; Hispanic American Students; Personality Traits; *Referral; Student Problems; *Teacher Attitudes; Teacher Expectations of Students; Teacher Surveys

This study examined cross-cultural differences in European

*Thinking Skills
IDENTIFIERS- Purpose (Reading)

Whereas reading for information requires finding a sense of the topic early in the reading and then searching for new information with reference to that topic, literary reading is in a constant state of flux. Four stances describe how accomplished readers interact with a given text: (1) people bring what they know from their reading and experiences to their reading of the new text, seeking enough essential information to "step in" to the text and form initial interpretations; (2) as people think, write about, or discuss a literary work, they "move through" the text, exploring possibilities and developing deeper understandings; (3) often emerging understandings prompt reflection on the world beyond the text--sometimes people "step out and rethink," using ideas they have gotten from the text to inform their interpretations of their known world; and (4) at other times, people distance themselves from the reading experience, the text itself, and the understandings they have developed--here they "step out and inspect" the text for purposes of analysis, comparison, or other critical examination. Students are supported in developing literary interpretations when teachers focus the discussion on students' ideas and questions; show them ways to discuss and ways to think; ask questions that move students to different stances; and foster student awareness and control of their "envisionments." A possible sequence for guiding literature discussions is to: invite students to read the text, responding in any way that helps them; tap readers' first impressions after all have finished reading; continue to keep readers' ideas/questions at the center of the discussion; and end the discussion by taking stock of ideas. (NKA)

ED 462 682   CS 014 626

Nellen, Ted
Wired for Short Fiction: A Paradigm Shift for the 21st Century.
PUB DATE- 01
NOTE- 8p.; In "The Teachers.net Gazette", Teacher Feature v2 n3 (March 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Constructivism (Learning); *Creative Writing; High Schools; Instructional Innovation; Internet; Learning Activities; *Reading Assignments; *Short Stories; *Writing Assignments
IDENTIFIERS- Writing Tasks

For one instructor of eleventh and twelfth grade English, teaching the short story offers the best opportunity to teach fiction writing to students. It contains all the elements novels contain, but students can read many short stories in the same time they need to read a novel. Students can also write their own short stories. Above all, literature is crucial in problem solving and in critical thinking. After reading peer-reviewed short stories on the Internet, the students were given material no one else had commented on and allowed to use their critical eyes and become judges of good or bad literature. The students read nine short stories from "Verbiage Magazine" and selected four or five as the centerpiece for an essay. The essay was to be followed by the writing of a short story. Their essays and short stories were published on the Internet on their "Webfolios." They became aware of audience because of the listserv and the webfolios. Eventually, the class gets to the

IDENTIFIERS- Purpose (Composition); Reflective Thinking; *Writing Motivation; *Writing Tasks; Writing Thinking Relationship

This paper is based on the premise that writing is a central means for learning, clarifying, organizing, and expressing ideas and information, and that all teachers should share responsibility for helping students to become writers both inside and outside of the classroom. The paper's aim is to find answers to the following questions: Why do teachers and students consider writing skills to be generally more difficult to develop than reading skills and regard them as skills yielding poorer results? and How should writing be taught so that the learners can enjoy the process of writing and attain proficiency and skills that lead to success as adult writers? In a search for answers, the focus was on two things: creating motivation, and stages of the writing process. The paper first discusses the level of writing skills and the essence of writing, and sets out several ideas for approaching writing in school. It also discusses how to design a writing task that will motivate learners. In considering the writing process, the paper contends that analysis of the writing process is necessary, since it helps the learner break down a whole into its constituents. It recommends a writing activity that can be divided into three major areas: supporting actions and strategies "before writing, during writing, and after writing," and it discusses each of these areas in turn. The paper finds that the major precondition necessary for shaping a good writer is to develop students' reflective thinking. (NKA)

ED 462 702   CS 510 766

Alex, Nola Kortner
Organizational Communication: Research and Practice. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.; ERIC/REC Digest number D170.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Communication Research; Higher Education; *Instructional Effectiveness; Literature Reviews; *Organizational Communication; Speech Communication; Student Needs; Technical Writing; *Theory Practice Relationship
IDENTIFIERS- ERIC Digests; Globalization; Organizational Culture; Organizational Research

In colleges and universities business students learn about organizational communication in order to function well in the business environment of which they will become a part. Although the organizational environment or culture is inextricably interwoven with the academic discipline of speech communication, the field of organizational communication entails much more. Literature is reviewed to examine recent research on organizational communication and to see how the academic world prepares its students to communicate in today's increasingly global business world. Recent organizational communication research, the Organizational Communication course, and writing as organizational communication are also discussed. (Contains 15 references.) (NKA)

ED 462 703   CS 510 769

Fenza, D. W.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Library Services; *Library Skills; Literature Appreciation; *Parent Participation; *Parent Student Relationship; *Public Libraries; Reading Habits
IDENTIFIERS- Reading Behavior

Visiting the library is a great way for parents to encourage their child's imagination and learning. It gives parents the opportunity to model good reading behavior and to show their child that they value books and reading. No matter how young the child is, a trip to the library can be an enjoyable outing for parents and their children. Most libraries, even large ones, have three main service areas: the circulation department, the reference department, and the children's department. Librarians can find the answer to any library question. The library is a great place for children to explore the world of knowledge and imagination. Children are never too young to begin this adventure. Making the library a regular part of family life from the time children are very young means they will be comfortable in the library as a teerager and can develop a lifelong love of learning. (RS)

ED 462 723 CS 510 817

Moss, Jeanette
Making the Most of Television: Tips for Parents of Young Viewers = Aproveche al maximo la television: Ideas para padres de ninos jovenes.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Critical Viewing; Elementary Education; Learning Activities; *Mass Media Use; *Parent Participation; *Parent Student Relationship; *Television; *Television Viewing

With the help of parents, television can expand a child's world and be a springboard to reading. This brochure discusses things parents and caregivers can do to make television a partner in helping children grow and learn. It suggests: make a "TV plan"; getting involved while children watch television; using the VCR and videos; and turning TV time into thinking time. The brochure also includes six brief discussion starters and activities. It concludes that all this planning may sound time consuming, but once started, parents will be surprised at how quickly children pick up positive viewing habits. (RS)

ED 462 724 CS 510 819

Moss, Jeanette
Summer Reading Adventure! Tips for Parents of Young Readers = La lectura...Una aventura para el verano: Ideas para padres de ninos que apenas comienzan a leer.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

and Government Accountability (OPPAGA). It also requires that OPPAGA and the Partnership for School Safety and Security make annual recommendations for adding, deleting, or revising those practices. The practices cover six school-safety goals requiring that each school district: (1) ensures that its safety and security program has clear direction, and is effective at meeting its intended purpose in a cost-efficient manner; (2) has comprehensive plans and procedures to ensure student and employee safety and security; (3) has developed a clearly written code of student conduct and communicated with students and parents; (4) identifies, minimizes, and protects others from disruptive and/or violent student behavior; (5) ensures that educational facilities and equipment are safe and in good working condition; and (6) takes steps to ensure student and staff safety and security during transportation. Appendix A provides a complete listing of safety and security practices approved by the Commissioner of Education and their associated indicators. (RT)

ED 462 744 EA 031 556

Bulach, Cletus R.; Berry, James
The Impact of Demographic Factors on School Culture and Climate.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the Southern Regional Council of Educational Administrators (Jacksonville, FL, November 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Environment; Elementary Secondary Education; *School Culture; *School Demography

School climate is an important factor that affects student achievement. Little research has been done, however, on factors that might impact school climate and culture. This study investigated the impact of teachers' gender, experience, number of years at a school, and degree status on the culture and climate of a school. Twenty-five schools and 1,163 teachers were involved. The "Instructional Improvement Survey" was used to measure school culture and climate. Results are analyzed statistically. They show that degree status did not make a difference. Female teachers, more experienced teachers, and teachers with more years at a school were more positive about the culture and climate of their school. Teachers with 2-10 years' experience were the least positive about their schools' culture and climate. There is a need to improve levels of openness and trust in most schools, thereby improving their overall culture and climate. The data also reveal that administrators need to spend more time with teachers who have 2-10 years of experience at a school. These teachers are at risk of leaving the profession, and with the teacher shortage, they cannot be ignored. Appendix A describes the variables used in measuring school culture and climate. (Contains 21 references.) (RT)

ED 462 745 EA 031 557

Gorard, Stephen
The Long Term Impact of School Choice in the United Kingdom. Occasional Paper.
PUB DATE- 01

The Benefits and Limitations of International Educational Achievement Studies. Trends in Education.
PUB DATE- 99
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Educational Development; Elementary Secondary Education; Foreign Countries; *International Studies

This booklet examines high-profile issues and major questions involved in international educational achievement studies. Some of these questions, which education activists and the public most often ask, are as follows: What benefits do international studies of achievement have for development of curricula in countries participating in this study? To what extent can the operation of a national system of curriculum (versus a state curriculum or school district curriculum or school-based curriculum) be assessed in an international study? If a comparison of subgroups of students within a country is to be undertaken, what are the subgroups that should be compared and why? Conceptualization and conduct of international studies are not an easy matter, but if they are well done, they can be of great benefit to national policymakers in education. Appendix 1 gives a brief description of the studies mentioned in this report. Appendix 2 alerts readers to the kinds of questions they should be asking when reading the reports of studies on international educational achievement. (Contains 47 references.) (RT)

ED 462 766 EA 031 631

Hart, E. Wayne; Kirkland, Karen
Using Your Executive Coach. For the Practicing Manager. An Ideas Into Action Guidebook.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Behavior; Consultants; Corporate Education; Elementary Secondary Education; *Management Development; *Professional Continuing Education; *Professional Development; Professional Training

Executive coaching is an increasingly popular means of accelerating professional growth and enhancing managerial performance. Unlike most other training and development options, coaching is completely personalized and private. This guide offers practical suggestions and tips to aid in understanding the nature of a coaching engagement and in obtaining the most value out of it. Readiness is key to successful coaching results because time and effort will be required to address challenges that will be set up throughout the engagement. Coaching engagements usually last from 6 to 18 months and are structured to result in significant, specific, and measurable changes in behavior. Coaching should focus on leveraging strengths, rather than fixing deficiencies. The ongoing elements of the engagement are assessment, challenge, and support. Resistance to making behavior changes is to be expected and often surfaces as negative feelings about the coach. This guide shows how these feelings can be recognized

Twenty-two studies that intervened to promote one or more components of self-determination were included in the meta-analysis and a series of qualitative case studies were conducted in six school districts across the country that had a demonstrated history of effectively promoting self-determination for their students. The districts used a variety of strategies, ranging from published curricula to teacher-made lessons to person-centered planning strategies to promote self-determination. Student participation in educational and transition planning was also emphasized. Common features across sites that contributed to self-determination outcomes for students included the presence of an impetus person and multiple, changing roles of teachers and parents. Appendices include relevant articles, a summary of dissemination activities, and an implementation timeline. (Contains 30 references.) (CR)

ED 462 783 EC 308 845

Guidelines for Identifying Students with Perceptual/Communicative Disabilities.
PUB DATE- 01
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Communication Disorders; Communication Problems; Disability Identification; *Early Identification; Elementary Secondary Education; *Eligibility; Evaluation Methods; Federal Legislation; *Guidelines; Informal Assessment; Language Impairments; *Perceptual Impairments; Special Education; State Regulation; *Student Evaluation; *Symptoms (Individual Disorders)

This handbook is designed for use by trained educational diagnosticians and special educators as they go about the complex task of identifying students with perceptual/communicative disabilities (PCD) and determining eligibility for special education services. Section 1 of the text discusses federal criteria for determining the existence of a special learning disability and state criteria for identification of a child with PCD. Section 2 addresses the identification of a student with a PCD. The presence of a processing difficulty impairing the students' ability to listen, think, attend, speak, read, write, spell, or do mathematical calculations is discussed, as well as the determination of the effect on educational achievement. A discrepancy conversion table is provided showing IQ scores and corresponding achievement test cutoff scores, and formal evaluation instruments are described. Section 3 explores the special education eligibility process for students with PCD, including pre-referral, multidisciplinary evaluation, and reevaluation. Section 4 provides specific guidelines for identifying students with PCD from kindergarten through age 7, and Section 5 discusses special challenges that arise in the determination of eligibility for students with PCD. Appendices include evaluation instruments, checklists for informal assessments, descriptions of standardized test tools, and conversion tables. (Contains 39 references.) (CR)

ED 462 784 EC 308 847

Danner, Greg, Ed.; Fresen, Sue, Ed.
Physical Science. Teacher's Guide and Student Guide . Parallel Alternative Strategies for Students (PASS).
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Instructional Support and Community Services.
PUB DATE- 99
NOTE- 576p.; Course No. 2003310. Part of the Curriculum Improvement Project funded under the Individuals with Disabilities Education Act (IDEA), Part B.
LANGUAGE- English
EDRS Price- MF02/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Accommodations (Disabilities); Academic Standards; *Atomic Structure; Biochemistry; Biophysics; *Chemical Bonding; Curriculum; *Disabilities; Inclusive Schools; Instructional Materials; *Laboratory Experiments; Molecular Structure; Nuclear Technology; *Physical Sciences; Science Experiments; *Science Instruction; Scientific Methodology; Secondary Education; State Curriculum Guides; Textbooks; Units of Study; Workbooks
IDENTIFIERS- *Florida

This teacher's guide and student guide unit contains supplemental readings, activities, and methods adapted for secondary students who have disabilities and other students with diverse learning needs. The materials are designed to help these students succeed in regular education content courses and include simplified text and smaller units of study. The curriculum correlates to Florida's Sunshine State Standards and is divided into the following 21 units of study: (1) scientific method; (2) scientific measurements; (3) matter; (4) changes in matter; (5) introduction to the atom; (6) atomic theory; (7) structure of matter; (8) chemical equations; (9) solutions and suspensions; (10) acids, bases, and salts; (11) chemical reactions; (12) energy, work, force, and power; (13) forms of energy; (14) forces and motions; (15) machines; (16) magnetism; (17) electricity; (18) nuclear energy; (19) heat; (20) waves; and (21) science, society, and the world. The teacher's guide includes a general description of each unit's content focus, provides suggestions for enrichment, and contains an assessment to measure student performance. Appendices describe instructional strategies, list enrichment suggestions, contain suggestions for specific strategies to facilitate inclusion, and contain a chart describing standards and benchmarks. The student guide includes practices and lab activities. (Contains 32 references.) (CR)

ED 462 800 EC 308 873

Chambliss, Robert, Ed.; Fresen, Sue, Ed.
Economics. Teacher's Guide and Student Guide . Parallel Alternative Strategies for Students (PASS).
PUB DATE- 00
NOTE- 393p.; Course No. 2102310. Part of the Curriculum Improvement Project funded under the Individuals with Disabilities Education Act (IDEA), Part B.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Accommodations (Disabilities); *Banking; Business Cycles; *Capitalism; Curriculum; *Disabilities; *Economics; *Economics Education; Entrepreneurship; Exports;

NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Agenda Setting; Attitudes toward Disabilities; *Disabilities; *Educational Policy; *Family School Relationship; Foreign Countries; *Inclusive Schools; *Policy Formation; Public Policy; Social Change; Social Integration
IDENTIFIERS- *Canada; Canadian Government

In response to the development of a National Children's Agenda (NCA) to improve the well-being of Canada's children, this document presents specific policy goals to ensure the inclusion of children with disabilities and their families in the NCA. These goals include: (1) establishing inclusive values, rights and approaches for healthy child development; (2) enhancing family economic security; (3) ensuring needed child and family supports at home and in the community; (4) fostering inclusive communities; and (5) strengthening civil society. It is argued that achievement of these five policy goals would provide the conditions for children with disabilities and their families to be fully included in Canadian society. Following sections identify what these goals mean, why each goal is important to including children with disabilities, what is needed to achieve the goals, and strategies to be pursued. Guidelines are then provided for building an inclusive NCA, including ensuring a policy framework that is cross-departmental and cross-governmental and identifying stepping stones for longer term reform. Appendices include a position paper calling for the inclusion of all children in the NCA, research findings on supporting families with children with disabilities, and key ingredients for community services. (CR)

ED 462 819 EC 309 046

Rodriguez, Richard F.
Project BESTT: Bilingual/ESL Special Education Teacher Training.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education Programs; Bilingual Students; *Bilingual Teachers; Cultural Awareness; Cultural Differences; *Disabilities; Diversity (Student); Elementary Education; Higher Education; Inservice Teacher Education; Language Minorities; Masters Degrees; Masters Programs; *Minority Group Children; Minority Group Teachers; Rural Schools; *Second Language Instruction; Second Language Programs; *Special Education Teachers; Teacher Certification; *Teacher Education Programs; Teachers with Disabilities

This final report describes the activities and outcomes of Project BESTT (Bilingual/ESL Special Education Teacher Training), a federally-funded program that provided training to 25 certified special education teachers selected from four rural school districts currently serving bilingual, minority group elementary children with disabilities. The immediate goal of the training program was to provide participating school

Butters); (10) "Spelling" (Richard L. Venezky); (11) "Usage" (Edward Finegan); (12) "Canadian English" (Laurel J. Brinton and Margery Fee); (13) "Newfoundland English" (William J. Kirwin); and (14) "American English Abroad" (Richard W. Bailey). (Contains approximately 1,020 bibliographic references, a glossary of linguistic terms, and an index.) (SM)

ED 462 839 FL 027 175

Boyd, Sally, Ed.; Huss, Leena, Ed.
Managing Multilingualism in a European Nation-State: Challenges for Sweden. Current Issues in Language and Society.
PUB DATE- 01
NOTE- 86p.; Also available as Volume 7, Number 1 of the Multilingual Matters, Ltds. online journal, "Current Issues in Language and Society."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Discourse; Elementary Secondary Education; *English (Second Language); Finnish; Foreign Countries; Immigrants; *Language Maintenance; Language Minorities; *Swedish; Uncommonly Taught Languages
IDENTIFIERS- European Union; Language Policy; *Sweden

This collection of papers presents a range of views about the three-layered language situation in Sweden, a situation not unlike that in many other countries worldwide. The papers include the following: "Introduction" (Sally Boyd and Leena Huss); "Swedish, English, and the European Union" (Bjorn Melander), which summarizes studies that focus on the question of the English language's influence on Swedish, primarily as a result of Sweden's membership in the European Union; "The Protection and Rejection of Minority and Majority Languages in the Swedish School System" (Jarmo Lainio), which presents a minority language perspective about the situation in Swedish schools concerning the national language, minority languages (particularly Finnish), and English; "Swedish Tomorrow: A Product of the Linguistic Dominance of English?" (Britt-Louise Gunnarsson), which discusses the role of English in Sweden, primarily in the written medium; and "The World Came to Sweden--But Did Language Rights?" (Tove Skutnabb-Kangas and Robert Phillipson), which examines the role of global English, focusing on myths about the benefits of English as a neutral lingua franca and noting weaknesses of various international legal documents in regard to protecting linguistic human rights. (Each paper contains references.) (SM)

ED 462 840 FL 027 176

de Courcy, Michele
Learners' Experiences of Immersion Education: Case Studies of French and Chinese. Bilingual Education and Bilingualism 32.
PUB DATE- 02
NOTE- 163p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Chinese; Cognitive Style; Foreign Countries; *French; Grade 9; Graduate Study; High Schools; Higher Education; *Immersion Programs; Language Teachers; *Learning Processes; *Reading Skills; Second Language Instruction; Writing Skills
IDENTIFIERS- Australia

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Cooperative Learning; *English (Second Language); Grade 9; *Group Activities; High Schools; Interpersonal Competence; Oral Language; Second Language Learning; Student Participation; Teacher Role; *Verbal Communication
IDENTIFIERS- Content Area Teaching

This case study investigated factors that increased verbal interaction for students in group work in a ninth grade, content-based, English-as-a-Second-Language (ESL) class. Out of 11 tasks assigned to the students during the semester, four language-based and four genre-based tasks were analyzed. At the end of the study, the nature of verbal interaction in group work in both language-based and genre-based tasks was grouped into four common categories: role of the teacher, task type, cooperative learning skills, and role of the group facilitator. In this article, specific actions and behaviors that facilitate verbal interaction in group work are explored within each category. A model is also presented which demonstrates that these four categories are not separate from each other, but are closely linked so that the combination of the categories encourages group members to feel individually accountable for group work. Accountability leads to increased participation, thereby resulting in increased verbal interaction among group members. The tasks are appended. (Contains 25 references.) (Author/SM)

ED 462 861 FL 027 201

Bolton, Sandra; Johnson, Diane; Lyons, Caryl; Gales, Stephen J.
Interrelationships among Skill Areas in Standardized Assessment.
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (35th, St. Louis, MO, February 27-March 3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Language Proficiency; Language Skills; Listening Skills; Reading Skills; Second Language Learning; *Standardized Tests; Writing Skills
IDENTIFIERS- *Japan

This paper describes the development of the Benesse Proficiency Test of English Communication, which was created for the Benesse Corporation of Japan. The Benesse test was developed in response to Japan's movement toward more communicative English language teaching and testing. It was intended to test language used in authentic communication. The paper also discusses statistical data from the first operational test administration. The data examined are from 35,000 Japanese students who took the advanced level operational form 1 in 1998. Data were analyzed to evaluate the performance of the instrument, focusing on the observed relationships, or intercorrelations, among the skills of listening, reading, and writing. Results indicated that the intercorrelations among the subtests were similar to those of other tests, which provides validation of this new test. (Contains 18 references and 3 tables.) (SM)

ED 462 862 FL 027 203

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Career Planning; *College Students; *Employed Parents; Employed Women; Expectation; Higher Education; Marriage; *Sex Differences; *Student Attitudes

This study examined the attitudes of male and female college students regarding maternal employment and their own career and family expectations. Perceptions of the benefits and costs associated with maternal employment were assessed through the Beliefs about the Consequences of Maternal Employment for Children (BACMEC) questionnaire (E. Greenberger and others, 1998) given to 584 college students at a single college. Disparities between males preferences for spousal employment and females preferences for employment at different developmental stages of children's lives were examined. Subjects were divided into two groups on the basis of maternal work status during their own early childhood (birth to 5 years). Subjects were also grouped according to maternal employment in their elementary school years and adolescence. Between group t-tests revealed a significant sex effect on both the benefits and costs subscales; males perceived fewer benefits and greater costs than females. When males and females were assessed jointly, early maternal employment was significantly associated with perceptions of both the benefits and costs associated with maternal employment. Males mothers significantly associated with their preferences for their future wives employment. Similar preferences were found for females. Women whose own mothers worked during their school years were more likely to prefer working once their children reached elementary school age. (Contains 18 references.) (SLD)

ED 462 885 HE 034 706

Munoz, Marco A.
Total Quality Management in Higher Education: Applying Its Principles and Practices in the College Classroom.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Faculty; Educational Practices; Higher Education; Literature Reviews; *Teaching Methods; *Total Quality Management

This literature review is about the application of the ideas of Total Quality Management (TQM) in the academic side of higher learning institutions (classrooms). The methodology is solely document analysis. Findings show that TQM is a possible avenue for achieving national goals of quality for undergraduate and graduate education. The TQM classroom means a major shift from the traditional style of teaching and learning. Quality professors see themselves as guides for students, and quality students see themselves as active partners in their educational process. TQM is a possible systematic approach to improve quality in the higher education classroom continuously. (Contains 16 references.) (SLD)

ED 462 886 HE 034 707

Munoz, Marco A.; Egginton, Everett
Comparison of Indicators of Educational Quality among Institutions of Higher Education in El Salvador.
PUB DATE- 99

Paper.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; Evaluation Methods; Higher Education; *Instructional Effectiveness; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Teacher Evaluation

Evaluating faculty effectiveness is important in institutions of higher education. Although evaluation is inherently threatening to most faculty members, the vast majority take their assignments seriously and want to conduct them as effectively as possible. Assessing faculty performance is a complex and time-consuming process. If it is done poorly or insensitively, it can have an adverse effect on institutional quality. Whether or not individual institutions elect to commit the resources required for valid evaluations depends on the degree to which they agree with these propositions: (1) all members of the institution should be accountable for their activities and performance; (2) the conduct and use of credible evaluation programs have an important influence on the welfare and future excellence of the individual, the department, and the institution; and (3) when improvement efforts are supported by institutional policy and guided by comprehensive and valid appraisals of current functioning, the well-being of the individual and the institution are affected positively. (Contains 18 references.) (SLD)

ED 462 906 HE 034 786

Student Support Funding for Higher Education Institutions, 2002-03. Report.
PUB DATE- 02
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; *Financial Support; Foreign Countries; *Grants; *Higher Education; Resource Allocation; Tables (Data)
IDENTIFIERS- *England; *Student Support Services

This publication provides information about the allocation of funds for student support to higher education institutions in England in 2002-2003. It also requests monitoring information on their use. The report contains background information on student support funding for 2002-2003 and guidance information issued by the Department for Education and Skills. The minimum allocations for Hardship and Bursary (a student support grant) funding are reviewed, and the minimum allocations of administrative funds for 2002-2003 are outlined, as is the initial allocation for Opportunity Bursaries for 2002-2003. The monitoring information required from the institutions by November 6 is also detailed, and the dates by which this information is required are listed. The Department for Education and Skills has made 92 million British pounds available to higher education institutions for student support funding in 2002-2003, representing no significant changes to the overall package of support available in 2002-2003 compared to that of 2001-2002. (Contains 13 tables.) (SLD)

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Current Events; Discussion; Discussion (Teaching Technique); Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; *World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of February 2002, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: Afghanistan's interim leader is making a global impression (February 1); new report faults the practices of the Arthur Anderson accounting firm and Enron executives, Congress delves deeper into the Enron hearings, Senate panel votes to issue a subpoena for Kenneth Lay, Israeli Prime Minister Ariel Sharon will visit the U.S., and former Enron CEO Jeffrey Skilling testifies before a House committee (February 4-8); violence escalates between the Palestinians and the Israelis, Slobodan Milosevic's trial begins, Kenneth Lay pleads the Fifth, Pakistan's president meets with President Bush at the White House, and Enron vice president Sherron Watkins testifies on Capitol Hill (February 11-15); U.S. and Japanese leaders meet in Tokyo, President Bush visits South Korea, President Bush supports the diplomatic efforts between North and South Korea, President Bush visits China, (February 19-22); Israeli officials relax some restrictions placed on Yasser Arafat, Israeli officials consider a Mideast peace plan offered by Saudi Arabia, CNN's Chris Burns interviews Mariane Pearl, wife of slain reporter Daniel Pearl, the Pentagon attempts to determine whether Osama bin Laden is dead or alive (February 25-28). (AEF)

ED 462 928 IR 021 086

A Nation Online: How Americans Are Expanding Their Use of the Internet.
PUB DATE- 02
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Computers; Computer Uses in Education; Information Services; Information Technology; *Internet; *National Surveys; Trend Analysis; *Use Studies
IDENTIFIERS- *Computer Use; *Computer Users; Connectivity; Home Computers; United States

This report provides information on Americans' connectivity to the Internet, broadband services, and computers. Findings are based on the September 2001 U.S. Census Bureau's Current Population Survey--a survey of approximately 57,000 households and more than 137,000 individuals across the United States. The report shows the rapidly growing use of new information technologies across all demographic groups and geographic regions. Not only are many more Americans using the Internet and computers at home, they are also using them at work, school, and other locations for an expanding variety of purposes. The rate of growth of Internet use in the United States is currently two million new users per month. More than half of the nation is now online. In September 2001, 143 million Americans (about 54% of the population) were using the Internet--an increase of 26 million in 13 months. In September 2001, 174 million people (66% of the population) in the United States used computers. Children and teenagers use computers and the Internet more than any other group. Family households with participant observations in international meetings, collaborations, consultations, project planning, and negations, supported by key document reviews. It is postulated that the commonalities in such initiatives stem from the emergence of a global digital economy and society, and that education reform has taken on an unprecedented global character, regardless of initial status of an educational system, as a consequence. It is further postulated that the commonalities are the product of a reactive approach to educational reform, that rational decision-making has been inadequately applied to public policy and instructional decision-making, and that the issues not yet addressed promise to pose significant impediments to getting an adequate return on the broad investments in information and communications technology among the various nations. Appendices include a meetings and informants list and an overview of international grant sites for the IBM Reinventing Education Program. (Author/MES)

ED 462 947   IR 021 105

Slaton, Edith A.
Building Awareness of Text Structure through Technology.
PUB DATE- 01
NOTE- 7p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Computer Uses in Education; Concept Mapping; Educational Research; Elementary Secondary Education; *Reader Text Relationship; *Reading Skills; Recall (Psychology); *Text Structure; Visual Aids
IDENTIFIERS- *Technology Utilization

Historically, research has shown that a reader's recall of ideas from text is enhanced when the reader uses relations among concepts to organize information. Text structure is a term used to describe the various patterns of how concepts within text are related. Knowledge of text structures assists a reader to comprehend text by allowing the reader to anticipate information and by helping the reader infer information that may have been omitted by the author. Research shows that it is important to teach text structure because knowledge of text organization patterns has been shown to facilitate comprehension. Text structure may be considered a blueprint to help a reader build meaning from text. As research has indicated, teaching students to utilize organizational patterns in text facilitates their comprehension of text. Computer programs are available to assist in creating visual representations of text by providing a framework for teachers and students to arrange concepts and show how ideas are related. (Contains 19 references.) (MES)

ED 462 948   IR 021 106

Spahn, Karen
Assessing an Untapped Supply of Information Technology Workers: Adult Women and Underrepresented Minorities.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 15p.; In: Building on the Future. NECC 2001: National

summary of 2000-2001 distance learning statistics; and year by year statistical comparison, 1986-87 through 2000-2001. Information on distance learning fees and expenses for 2000-2001, gross WSCH revenue from 2000-2001 distance learning courses, and 2000-2001 total net WSCH revenue is provided, followed by student survey statistics. The student survey form is included. (AEF)

ED 462 967 IR 021 127

Developing Open Source Software To Advance High End Computing. Report to the President.
PUB DATE- 00
NOTE- 29p.; Produced by the President's Information Technology Advisory Committee, Panel on Open Source Software for High End Computing.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Oriented Programs; *Computer Software; *Computer Software Development; Federal Government; Information Policy; Information Sources; Information Technology; Research and Development; Shared Resources and Services
IDENTIFIERS- *Open Source (Software); United States

This is part of a series of reports to the President and Congress developed by the President's Information Technology Advisory Committee (PITAC) on key contemporary issues in information technology. This report defines open source software, explains PITAC's interest in this model, describes the process used to investigate issues in open source software for high end computing, and concludes with findings and recommendations to the President and Congress. The open source development model represents a viable strategy for producing high quality software through a mixture of public, private, and academic partnerships. This approach permits new software to be openly shared, possibly under certain conditions determined by a licensing agreement, and allows users to modify, study, or augment the software's functionality, and then redistribute the modified software under similar licensing restrictions. The report makes three recommendations. First, the Federal government should aggressively encourage the development of open source software for high end computing. Adopting this recommendation will require a technical assessment of the software needs for high end computing as well as an innovative management plan and funding model for supporting this development. Second, a "level playing field" must be created within the government procurement process to facilitate open source development. Third, an analysis of open source licensing agreements is needed, with an ultimate goal of agreeing upon a single common licensing agreement for open software applications. Two appendixes provide a brief description of the multi-agency technical working group on open source software and a list of open source workshop participants. (AEF)

ED 462 968 IR 021 128

Transforming Health Care through Information Technology. Report to the President.
PUB DATE- 01
NOTE- 34p.; Produced by the President's Information Technology Advisory Committee, Panel on Transforming Health Care.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Outcomes of Education; *Peer Evaluation; *Remedial Instruction; Remedial Programs; Student Evaluation; Success
IDENTIFIERS- *California

This paper describes two studies from the Intersegmental Project to Assure Student Success (IPASS), which were conducted to determine whether instructional paradigms can be linked to student outcomes. The research has shown that success in the first English class, at any level, is a clear indicator of the interest and ability of college students to continue further collegiate study. To explore the differences between teaching methodologies, 50 English instructors at two community colleges were surveyed. Questions garnered opinions regarding student preparation, types of assignments, ratings of skills, and other pedagogical concerns. Results include: (1) 74% of instructors reported that their professional training had included a course on pedagogy; (2) only 87% of teachers whose primary course of instruction was College English reported taking courses about teaching writing; and (3) there were noticeable differences between those teaching different course levels--instructors teaching primarily college English were more likely to have had a course on pedagogy than those teaching a level below. Another survey, of 27 IPASS instructors, gathered information on the use of student feedback. It found that peer feedback is used less at the remedial (where it is most needed) than at other levels. Three tables cover: (1) first English coursework by level; (2) distribution of students in sections where peer feedback was used; and (3) peer feedback and student outcomes--first English level. (EMH)

ED 462 985 JC 010 592

Hom, Willard
Standardization of Rates To Adjust for Differences in Enrollment Composition.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Research and Planning Group for California Community Colleges (38th, Pacific Grove, CA, April 26-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age; Causal Models; *College Outcomes Assessment; *Community Colleges; Educational Assessment; Educational Objectives; Enrollment; *Enrollment Influences; Influences; Statistical Analysis; Statistical Data; *Transfer Rates (College)
IDENTIFIERS- *California Community Colleges; Mission College CA

Community colleges must often analyze and report rates for outcomes, such as transfer to four-year colleges. A single, summary rate may be an invalid measure of its achievement in the transfer goal if the summary rate ignores the real difference in enrollment composition at different institutions. California's community colleges embody a very diverse set of local environments. This diversity presents a challenge to the analyst who must compare a specific institution to others in the system. If the analyst does not control for "confounding" variables in the environment, an analysis may draw invalid conclusions about a specific, hypothesized cause-and-effect relationship of concern. This paper presents a method for adjusting a college's outcome rate to compensate for differences in enrollment composition. This method, known as standardization of rates, has two methods of calculation, the rate of 67%; and (8) there are 95 full-time and 358 part-time faculty members. (NB)

ED 463 005 JC 020 221

Funding History for the City University of New York, Fiscal Year 1991 to Fiscal Year 2002.
PUB DATE- 02
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; *Community Colleges; Educational Economics; *Educational Finance; Expenditures; Fees; *Financial Support; Income; *State Aid; *Tuition; Two Year Colleges
IDENTIFIERS- *City University of New York

This document reports on the funding history of City University of New York (CUNY) from the 1991 fiscal year to the 2002 fiscal year. The report focuses on three main sources of university funding: tuition and fees, state aid, and local city support. Key findings include: (1) funding from local city support has dropped since 1991; (2) state aid has dropped since 1991 but still is the main financial supporter, while tuition and fees have more than doubled from 1991 to 2002; (3) the 2002 CUNY budget totals $1 billion, which represents a $243 million increase and a 21% rise since 1991; (4) state aid represents 53% of the total budget, with tuition and fees and city support making up 37% and 10%, respectively; (5) state aid rose $3.3 million dollars but dropped from 64% to 53% of the overall CUNY budget; (6) since 1991, tuition revenue more than doubled, rising 110% from $247 million to $519 million; (7) increased funding has come from $275 million in increased tuition revenue and state aid; and (8) city support declined $32 million and dropped from 14% to 10% of the CUNY funding budget. The report provides 12 charts and seven tables. (MKF)

ED 463 006 JC 020 222

Rogue Community College Financial Aid/Veteran's Department Unit Self Study.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; Community Colleges; *Educational Assessment; *Educational Finance; Financial Aid Applicants; *Financial Services; Organizational Objectives; *Student Attitudes; *Student Financial Aid; Student Loan Programs; Two Year Colleges

This document is a self-study report conducted by the Financial Aid/Veteran's Department of the Student Services Division of Rogue Community College (RCC) (Oregon). It is divided into five sections: unit description, mission and goals, analysis and appraisal, recommendations and actions taken, and contacts. Highlights include: (1) RCC has experienced a 24% increase in students since the early 1990s, and a 38% increase in Pell Grant recipients from 1997-1998 to 1999-2000; (2) for 1999-2000, total federal/state dollars awarded was $6,583,405--$3,126,929 for Pell Grants, $2,687,601 for Stafford Loans, $497,056 for Oregon Need Grants, $167,819 for Federal Work Study, and $104,000 for the Federal Supplemental Educational

Refugees; *Spanish Speaking; Stress Variables; Teaching Methods; Victims of Crime; *Violence; War; *Womens Education
IDENTIFIERS- Kurds; *Ontario (Toronto)

A comparative study of the impact of violence on immigrant women's learning was conducted among immigrant women of two communities in the Toronto area: the Spanish-speaking community and the Kurds. The two authors of the study each worked with one of the communities in which they had knowledge of the language. An in-depth, non-structured, conversational interview was used with 14 women of each group in order to document the life histories of these women as they experienced them. The Spanish-speaking women also participated in a workshop wherein they focused on learning about the law. All the women had been involved in violence, whether the mostly-domestic violence that the Spanish-speaking women had experienced or the political violence in which the Kurdish women or their husbands, sons, and brothers had participated. The study, reported separately for each group, found that the experience of violence places stress on the women that impedes their learning. The study also found that learning should be viewed as larger than just the learning of content--it includes learning to trust and act on their own behalf and take charge of their own learning. Some of the recommendations of the study included having peer-oriented learning groups to teach women about the legal system and the provision of legal materials in their native languages. (Contains 45 references.) (KC)

ED 462 539 CE 082 673

Nurse Practitioners, Physician Assistants and Certified Nurse Midwives in California.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Primary Health Care.
PUB DATE- 00
NOTE- 40p.; Funded by the National Center for Health Workforce Information and Analysis.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Demography; *Employment Patterns; *Employment Practices; Females; Health Occupations; *Health Personnel; Health Services; Males; Medical Services; Medicine; Minority Groups; *Nurse Practitioners; Nurses; Obstetrics; Occupational Information; Older Workers; Paraprofessional Personnel; *Physicians Assistants; Primary Health Care; Professional Occupations; Professional Personnel
IDENTIFIERS- *California; *Nurse Midwives

Surveys were mailed to all nurse practitioners (NPs), physician assistants (PAs) and certified nurse midwives (CNMs) registered in California, asking questions about education, labor force participation, specialty, and location and type of practice site, as well as the demographic characteristics of these professionals and their patients. Response rates for each of the three professions (66 percent of 7,341 NPs, 57 percent of 2,938 PAs, and 70 percent of 859 CNMs) were sufficient to provide a broad overview of these professions at the state level but insufficient for analysis of supply in small geographic areas within the state. Major findings of the survey include the following: (1) the numbers of these professionals have grown dramatically over the past decade, with half of each profession completing education in the 1990s; (2) most of these

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adult Basic Education; Art Activities; Art Education; Behavioral Objectives; Career Planning; Classroom Techniques; Communication Skills; Computer Literacy; Creativity; *Daily Living Skills; Disadvantaged Youth; *Dropout Programs; Educationally Disadvantaged; Employment Potential; Employment Qualifications; Entrepreneurship; Evaluation Criteria; Evaluation Methods; Foreign Countries; *General Education; Guidelines; Health Promotion; High Risk Students; *High School Equivalency Programs; Job Search Methods; *Job Skills; Law Related Education; Learning Activities; Learning Modules; Leisure Education; Lesson Plans; Literacy Education; Numeracy; Performance Based Assessment; Self Employment; Self *Certificates of General Educ Adults (Australia); Generalizable Skills

IDENTIFIERS- *Certificates of General Educ Adults (Australia); Generalizable Skills

This document is a youth curriculum resource designed to accommodate learners in Australia's Certificates in General Education (CGEA) program. The document begins by discussing the following topics: the curriculum framework; the curriculum's content and its relationship to the CGEA program's numeracy learning outcomes and criteria; successful teaching strategies; and use of the module outcomes grids. The remainder of the document consists of four learning modules (two 120-hour and two 80-hour modules). Each module begins with the following elements: a module description; an assessment strategy; conditions and methods of assessment; guidelines for delivering the module; and learning outcomes and assessment criteria. Each unit contains the following items: a statement of purpose; educational activities; and learning, recognition, and pathway outcomes. An outcomes grid concludes each module. The module and unit topics are as follows: (1) life skills (health and development; recreation and leisure; independent living skills; legal issues); (2) work and personal skills (skills identification and career planning; job search skills; self-employment opportunities; basic computer skills; issues affecting youth); (3) expressive skills (confidence building; seeing a performance; developing a play script; presenting a dramatic performance); and (4) creative skills (basic art and craft principles; traditional and cultural art; working with fabric; contemporary art). (MN)

ED 462 556   CE 082 938

Coffee, Joseph N.; Pestridge, Scott
The Career Academy Concept. OJJDP Fact Sheet.
PUB DATE- 01
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Academic Education; *Articulation (Education); *Career Academies; Career Education; College Preparation; Definitions; Demonstration Programs; Dropout Prevention; Education Work Relationship; *Educational Practices; *Educational Principles; Guidelines; *High Risk Students; High Schools; Integrated Curriculum; Models; Occupational Aspiration; Outcomes of Education; *Partnerships in Education; Program Effectiveness; School Business Relationship; Vocational Education

IDENTIFIERS- *Learning Communities; Walbrook High School MD school attendance; and background information and sample characteristics from a survey completed by 962 Kentuckians aged 45 and older.) (MN)

ED 462 572 CE 082 969

Watts, Amy L.
Education and the Common Good: Social Benefits of Higher Education in Kentucky.
PUB DATE- 01
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Bachelors Degrees; Citizen Participation; *Colleges; *Cost Effectiveness; Crime; Cultural Enrichment; Cultural Exchange; *Educational Benefits; Entrepreneurship; Glossaries; Health Behavior; Higher Education; Income; Leadership; Life Style; Models; Paying for College; Postsecondary Education; Reading; Salary Wage Differentials; Smoking; *Social Capital; Social Change; State Surveys; Student Costs; Taxes; Technological Literacy; *Universities; Welfare Recipients; Well Being
IDENTIFIERS- *Kentucky; *Return on Investment

The returns that Kentucky can expect on its investments in higher education were examined in an analysis that identified some of the social benefits accompanying earning a degree from a four-year college and established a value for those benefits. The analysis was based on 12 models that were estimated by using datasets from semiannual surveys of Kentucky residents conducted by the University of Kentucky Survey Research Center. The following were among the benefits identified: (1) economic benefits in the form of higher earnings and higher state and federal tax revenues to fund tax-supported programs; (2) reduced welfare dependency; (3) lower crime costs; (4) healthier lifestyles; (5) social gains, including increased volunteerism, charitable giving, and participation in and leadership of community organizations; and (6) various immeasurable benefits, including reading to children and increased levels of participation in cultural activities. The lifetime social benefits of a four-year degree were estimated at more than $126,000 for men and $96,000 for women. (Twenty tables/figures are appended. The following items are appended: (1) descriptions of the Kentucky survey data and models; (2) an estimate of the additional federal and state tax revenues resulting from participation in higher education; and (3) expected costs of incarcerating men and women in Kentucky.) (MN)

ED 462 573 CE 082 976

Getting In, Staying In, Getting Out: A Plan for Post-Secondary Student Success.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Adult Students; *Articulation (Education); Career Development; College Admission; *College Students; Counseling Services;

Lifelong Learning in New Zealand Universities" (Roger Boshier, John Benseman). Most papers include substantial bibliographies. Twenty-three tables/figures are included. (MN)

ED 462 589   CE 083 034

Field, John
Lifelong Learning and the New Educational Order.
PUB DATE- 00
NOTE- 181p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Adult Learning; Education Work Relationship; Educational Attitudes; *Educational Change; Educational Needs; Educational Policy; Educational Research; Employment Patterns; Employment Qualifications; Enrollment Trends; Equal Education; Foreign Countries; Human Capital; Learning Processes; *Lifelong Learning; Literature Reviews; Needs Assessment; Occupational Mobility; Open Education; Participation; *Policy Formation; Postsecondary Education; Poverty; *Public Policy; Role of Education; Secondary Education; Social Capital; *Social Change; Social Isolation; Trend Analysis; Unemployment; Universities; Vocational Education; Womens Education; Working Poor
IDENTIFIERS- Europe; *Great Britain; Impact Studies; Learning Organizations; *Learning Society; Marginalized Groups

This document explores the sudden increase in interest in lifelong learning among policymakers in Great Britain and elsewhere; existing patterns of participation in lifelong learning; the measures being developed to promote lifelong learning; and the prospects of achieving a viable learning society. The following are among the topics discussed in the book's five chapters: (1) lifelong learning as a design for the future (global policy consensus on lifelong learning; the changing course of life and new learning challenges; education and the learning society); (2) the silent explosion in lifelong learning (the impact of a learning society; permanently learning subjects; fashion and the individual; reflexive modernization); (3) the learning economy (occupational change and the changing skills mix; the learning company; mobility, flexibility, and the learning imperative; the concept of employable workers as economic nomads; self-direction and employment; learning to work and learning from work); (4) groups that are being left behind (social exclusion and the redundancy of the poor; rising expectations; the politics of poverty and discourse of exclusion; legitimate inequalities; the "knowledge poor"; human capital and social capital); and (5) the new educational order (schooling in a learning society; widening participation; investing in social capital; pursuing the search for meaning). (Contains 343 references.) (MN)

ED 462 590   CE 083 035

Cervero, Ronald M.; Wilson, Arthur L.
Power in Practice: Adult Education and the Struggle for Knowledge and Power in Society. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 01
NOTE- 303p.; Foreword by Michael W. Apple.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)

since been replaced by the broader concept of lifelong learning. In the interests of developing a comprehensive system for promoting lifelong learning, radical changes were instituted in Sweden's systems of IVT and CVT in the 1990s. The most profound change in IVT was the institution of apprenticeship-like programs that combined special subjects from various programs to create specially designed programs reflecting demand from local enterprises. The reforms within CVT included development of the following programs: a pilot project on advanced vocational education; the Adult Education Initiative; and individual learning accounts. Lifelong learning has become an integrated component of Swedish educational policies. (Contains 27 references.) (MN)

ED 462 606   CE 083 061

Knuckey, J.; Lawford, L.; Kay, J.
Information Should Be Visual: New and Emerging Technologies and Their Application in the VET Sector for Students Who Are Deaf and Hard of Hearing.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 01
NOTE- 44p.; Study was conducted by researchers from the Centre of Excellence for Students Who Are Deaf and Hard of Hearing, Faculty of Further Education, and the Northern Melbourne Institute of TAFE and coordinated by Judie Kay, Janice Knuckey, and Lorna Lawford.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Accessibility (for Disabled); *Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Computer Uses in Education; Educational Environment; Educational Innovation; Educational Technology; Electronic Mail; Foreign Countries; *Hearing Impairments; Postsecondary Education; Technical Education; Technological Advancement; *Vocational Education
IDENTIFIERS- *Australia; Internet Relay Chat; TAFE (Australia)

A project explored deaf and hard-of-hearing students' current use of new and emerging learning technology in technical and further education (TAFE) institutes across Australia. Findings indicated that new learning technologies aided communication, especially when e-mail and Internet chat are used; built self-esteem through self-directed learning; assisted in presenting classroom data through use of electronic whiteboards; enabled use of word processing programs to improve spelling and grammar; and increased the potential for visual information to be made available in the classroom through use of data projectors. New learning technologies were a barrier because of the high level of English literacy needed to access Web sites and CD ROMS; increased number of points in a room on which students have to focus to access information; the physical arrangements of computer rooms inhibit communication between deaf and hard-of-hearing students due to the computer creating a visual barrier; low level of awareness of TAFE staff in the use of new learning technologies with deaf and hard-of-hearing students; high cost of purchasing suitable equipment; and invisibility and low incidence and consequent low priority given to these students by institute management. Recommendations were made for students, teachers, managers, and the VET system as a whole. (Contains 44 references.) (YLB)

ED 462 607   CE 083 062

(students completing both an academic and a CTE concentration); and (4) nonconcentrators (students completing neither concentration). According to NELS:88 records, the four groups constituted 36.5%, 18.94%, 6.23%, and 38.29% (respectively) of the 10,408 sample members remaining at the time of the study. From the standpoint of academic achievement, the academic concentrators ranked first, the dual concentrators ranked second, the nonconcentrators ranked third, and the CTE concentrators ranked fourth. The lowest risk of dropping out occurred when students completed three Carnegie units of CTE for every four of academic subjects. Risk of dropping out increased as the CTE/academic ratio got smaller or larger. Academic concentrators were most likely to pursue postsecondary education (87%), whereas CTE concentrators were least likely (56%). CTE concentrators were most likely to be in paid employment (93%), whereas academic concentrators were least likely to work (88%). (MN)

ED 462 623 CE 083 093

Wonacott, Michael E.
Teacher Induction Programs for Beginning CTE Teachers. In Brief: Fast Facts for Policy and Practice.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 5p.; Based on "Teacher Induction Programs: A Strategy for Improving the Professional Experience of Beginning Career and Technical Educators," by Richard M. Joerger and Christine D. Bremer and funded by NDCCTE.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alternative Teacher Certification; *Beginning Teacher Induction; *Beginning Teachers; Continuing Education; Definitions; *Educational Needs; Educational Policy; Educational Research; Feedback; Guidelines; Models; Needs Assessment; Policy Formation; Postsecondary Education; Professional Development; *Program Content; *Program Design; Program Development; Socialization; *Teacher Education; Teacher Supervision; Teaching Experience; Vocational Education
IDENTIFIERS- *Career and Technical Education; Teacher Socialization

Teaching is a very difficult field to master, and the challenges faced by beginning career and technical education (CTE) teachers are especially great. Teacher induction, which usually takes 5-6 years, is the total of all the teacher's experiences from the moment the first teaching contract is signed until the teacher is comfortably established as a competent, effective, professional teacher. Well-designed teacher induction programs can improve teacher competence, performance, and effectiveness by providing the following items: (1) ongoing personal support, assessment, and feedback; (2) continuing education that builds on preservice education; and (3) positive socialization into the profession. Research has identified the following categories of "induction detractors" (problems, concerns, experiences, and challenges) faced by beginning teachers: internal; pedagogy; curriculum; program; student; peer; system; and community. Research has also identified 26 topics in the 8 categories that should be emphasized in CTE teacher induction programs. Although traditionally and alternatively certified beginning CTE teachers have many induction needs in common, research has revealed nine areas in which alternatively certified CTE teachers need extra assistance during their first counselor education, training, and accreditation, are topics of continued discussion within professional organizations, accrediting bodies, universities, and other training institutions. Following an exploratory meeting in 1998 to discuss the need for additional graduate counselor education in Alberta, an advisory committee was formed with representatives from Alberta universities and major stakeholder groups. This paper describes an innovative approach to inter-university collaboration in the delivery of graduate programming emerging from that initiative. The initiative works on the premise that the current model of graduate education must be changed to reduce the barriers to continuing professional development. The new graduate program in counselling has a two-stage process. The first stage focuses on the fundamentals of counseling theory and practice. In the second stage, students select relevant assessment and intervention modules and develop an area of counseling specialization. The program is a learner-driven delivery system within the context of adult education and professional development. Through this collaboration, the needs of students can be better served while maintaining high standards of academic excellence and professional practice. (JDM)

ED 462 641 CG 031 558

Okocha, Aneneosa A.
Facilitating Career Development through Super's Life Career Rainbow.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Conference of the National Consultation on Career Development (27th, Ottawa, Ontario, January 22-24, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; *Career Development; *Counseling Objectives; Counseling Theories; Counselor Client Relationship; Cultural Pluralism; Measures (Individuals)
IDENTIFIERS- *Multicultural Counseling; Super (Donald E)

Super's life-span life-space theory offers a developmental framework for career counseling. This paper provides a brief overview of Super's theory of Life Career Rainbow (LCR) segment. The LCR feature is useful for identifying the stage of a client's career development and in formulating goals for counseling. The assessment is accomplished by having clients look at discrepancies that may occur between their current and ideal LCRs. They are also encouraged to identify possible barriers and challenges that they might encounter in their bid to reach ideal roles. The paper also discusses specific strategies for career exploration and counselling, using LCR as a framework. LCR is useful as an informal assessment procedure for working with a culturally diverse population, although counselors must be aware that society at large makes it difficult to develop and implement one's ideal LCR. In order to work effectively with culturally diverse populations, it is recommended that counselors empower clients by identifying their clients' strengths; confronting their clients' negative self-talk by carefully analyzing their narratives; advocating for clients when necessary; and suggesting that the LCR be used with career planning groups. (Contains 14 references and 2 figures.) (JDM)

American teachers' explanations for the causes of school problems among African American, European American, and Hispanic American 5- to 11-year-olds. Responses to open-ended questions were analyzed using an attribution theory framework. For European American children, teachers tended to use situational explanation of problems (57.1%). In comparison, for African American and Hispanic American children, teachers tended to use personal explanation of youth problems (64.8%). There were a wide variety of explanations within these broad categories. The results indicate that teachers tend to blame European American youth problems on other persons and the environment (situational factors), whereas teachers tend to blame African American and Hispanic American youth problems on the individual (dispositional factors). The findings suggest that an increased understanding of the cultural diversity in teachers' perceptions of youth problems is important to discussions about student discipline and their possible applications. Implications for future research directions are discussed. (Contains 23 references.) (Author/JDM)

ED 462 662 CG 031 607

Griffith, Nova M.
The Relationship between Biculturalism and Stress among Northern Plains American Indian College Students.
PUB DATE- 00
NOTE- 60p.; M.A. Thesis, University of North Dakota.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indians; *Biculturalism; *College Students; Coping; Cross Cultural Studies; Higher Education; *Self Concept; Self Concept Measures; *Stress Variables; Student Characteristics

This study examined the effect of biculturalism on stress in a proposed sample of 59 Northern Plains American Indian college students. Subjects completed the Northern Plains Biculturalism Inventory (NPBI) and the Hassles Scale. The subscales of the NPBI were used as predictor variables and the total score of the Hassles Scale as the criterion variable. Additionally, the one-way Analysis of Variance (ANOVA) was utilized to assess differences between biculturally-oriented groups. This design tested the applicability of the Orthogonal Theory of Biculturalism. It was predicted that higher combined scores on the NBPI subscales predicted lower Hassles Scale scores. Results of this study did not support the study hypothesis that American Indian college students who consider themselves to be more bicultural will report lower levels of stress than their marginal peers. Recommendations are that the area of cross-cultural research be further investigated and expanded. There is the possibility that more culturally specific measures need to be developed. It is hypothesized that an individual's level and degree of Biculturalism significantly affects his or her psychological well- being, and although this project did not clearly support the Orthogonal Theory of Biculturalism, it provides a basis for further research. No significant results were found in this study. Appended are: Informed Consent; Demographic Questionnaire; Hassles Scale; Northern Plain's Biculturalism Inventory; Figures; and a Table. (Contains 21 references.) (Author/JDM)

ED 462 663 CG 031 608

classics and the traditional compare and contrast. The classics should be especially enjoyable for the students because they will know how to read them on their own terms and not on someone else's terms, and they will be able to defend their opinions and present a logical argument. The project evolved into a three-step process: first, the class analyzes a classic short story; then they compare and contrast a classic and a contemporary short story; and finally, the students write their own short story. This constructivist move from the traditional reader response paradigm is designed to be truly more satisfying for the students and the teacher. (NKA)

ED 462 683 CS 217 734

Smith, Fay; Hardman, Frank; Mroz, Maria
Evaluating the Effectiveness of the National Literacy Strategy: Identifying Indicators of Success.
PUB DATE- 99
NOTE- 50p.; Paper presented at the European Conference on Educational Research (Lahti, Finland, September 22-25, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Change; Elementary Education; Foreign Countries; *Instructional Effectiveness; *Literacy; Predictor Variables; Reading Achievement; *Reading Improvement; Scores; Teacher Attitudes; *Testing Problems
IDENTIFIERS- Great Britain

In 1998, the British Government introduced the National Literacy Strategy (NLS) in all state primary schools (encompassing students aged 5-11) in England in a bid to raise literacy standards. A year earlier, 13 local education authorities were involved in the piloting of the project, including the city of Newcastle upon Tyne. The first Newcastle cohort of primary schools (n=19) implemented the project in January 1997, the second cohort (n=20) began in September 1997. Each cohort consisted of 3 different year groups (Year 1, Year 2, and Year 3). The aim of this project was to focus upon exam results from these schools and thereby identify possible predictors of success (e.g. socio-economic status, gender, teaching and learning style). As well as looking for differences within each cohort, the project also looked at differences between the two cohorts. In addition to this, in-depth case studies of three of the schools were conducted. Each case study involved a further analysis of pupil-level data, interviews with key staff, and observations of the "literacy hour" in action. The wider implications of the findings for the implementation of the NLS and for the training needs of teachers are also considered. Findings suggest: (1) scores are improving, but maintaining that progress could be difficult; (2) evidence from teachers indicates a gap is opening up between the more able and less able children; (3) there was a general feeling that none of the current tests were adequate measures of success; and (4) teachers in this sample are embracing the NLS. (Contains 35 figures and 13 tables of data.) (RS)

ED 462 684 CS 217 755

Callan, Stasia J.; Penwarden, Ann P.; Wendell, Carolyn
The New Guide to Writing Research Papers.
PUB DATE- 00
NOTE- 54p.; Sponsored by the Gleason Foundation. Updated edition.

Creative Writing & Its Discontents.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Creative Writing; *Cultural Context; *Educational Benefits; *Educational History; Higher Education; Intellectual Disciplines; *Writing Teachers; Writing Workshops
IDENTIFIERS- Cultural Criticism; Personal Experiences; Response to Literature

The cultural production of the free markets has surpassed the commissions of all the monarchs and popes put together. Because the production of art, artifice, and criticism has become so vast and various, almost any hypothesis can be posed about culture--no matter how absurd one's speculation may be--and countless supporting examples and arguments can be found to prove one's view is true. Since the 1980s, criticisms of writing workshops and programs have become an occasional feature in glossy magazines, newspapers, literary magazines, academic journals, and books of literary criticism. In both the national and local commentary on writing programs, the misrepresentations can be lurid. This paper has a few different components: an examination of the commentary on writing programs; a response to two recent indictments (one of which was published by the Modern Language Association); a brief history of creative writing as an academic discipline; a catalog of the benefits of writing programs to colleges and universities and to the culture in general; and a few personal confessions. (NKA)

ED 462 704 CS 510 770

Bugeja, Michael
Busting the New Breed of Plagiarist.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Higher Education; *Plagiarism; *Student Attitudes; *Student Behavior; *World Wide Web; *Writing (Composition)
IDENTIFIERS- Boolean Search Strategy; Search Engines

The new breed of plagiarists knows that stealing from the World Wide Web is quicker than stealing from the library at universities that typically provide online services. The new plagiarists have been weaned on chat rooms, guest books, news groups, mailing lists, MOOs, and MUDs--myriad online ways to procrastinate when final papers are due. The lazier the student, however, the more predictable his/her methods. The more electronic, the easier to access original documents. The more brazen, the greater the chances of self-incrimination. When accused of plagiarism, the new breed tends not to cower or cry but to rail and deny, defending thefts made with the click of a mouse. To bust the new breed of plagiarist: (1) Know your search engines; (2) Use a phrase from the first paragraph; (3) Choose odd or awkward phrases in body-text searches; (4) Do not use "Boolean" searches in Web engines, but do use them in library databanks; and (5) Use Boolean searches when accessing specific archives. Plagiarism represents a challenge to an educator's integrity and expertise and puts his/her reputation on the line. Go online to preserve it. (NKA)

ED 462 705 CS 510 772

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Parent Participation; Parent Role; *Parent Student Relationship; Reading Interests; Reading Skills; *Recreational Reading; *Summer Programs
IDENTIFIERS- *Summer

Over the summer, many children lose ground in the reading skills they are building at school. Weave reading into the family's summer, and children will go back to school refreshed, excited, and ready to pick up where he or she left off. Advice for parents and caregivers includes: seek out books and reading materials that tie into children's summer activities; subscribe to special interest magazines directed to children; make regular trips to the library; be a reading role model for children; encourage a balance of television and reading for pleasure; and incorporate reading into household chores. Family outings are ideal for sparking reading: children should be encouraged to write about family outings, keep diaries or journals, write letters or postcards to friends or relatives, help with shopping lists, or create stories. Summer is a time for fun, relaxation...and reading adventures! (RS)

ED 462 725 CS 510 821

Travaline, Kathleen A.
Explore the Playground of Books: Tips for Parents of Beginning Readers = Explore el mundo de los libros: Ideas para los padres de ninos que apenas comienzan a leer.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Beginning Writing; Elementary Education; *Parent Participation; *Parent Student Relationship; Public Libraries; *Reading Aloud to Others; Reading Attitudes; *Reading Material Selection

To a young child just learning to read, the world of books and stories is like a big playground waiting to be explored. Children between the ages of four and six usually start to recognize some words on a page. There are many things parents can do to help their children grow as readers. Parents can support their child's reading by being patient, praising children's efforts, and suggesting that parents and children read new books together. Parents can help by choosing good quality books that are also fun to read. Public libraries are places for children and parents to explore together. Even in today's fast-paced world, there is an important place for books in a young child's life. Parents and caregiver can begin to build a library of books for the whole family to enjoy. By reading aloud together and encouraging early attempts to read and write, parents can help build young children's confidence. (RS)

ED 462 726 CS 510 823

Travaline, Kathleen A.
Get Ready To Read! Tips for Parents of Young Children = Preparese a leer! Ideas para los padres de ninos que apenas comienzan a leer.

NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *School Choice; Social Stratification; *Socioeconomic Influences
IDENTIFIERS- *United Kingdom

This paper is in part an answer to the question posed in a recent issue of "Educational Researcher" by Goldhaber: "School choice: do we know enough?" It also summarizes the results on the relationship between school choice and social segregation in the United Kingdom. Data used in this paper come from several sources, including official statistics and interviews with local education authorities. School choice was substantially increased in 1988; the analysis is based on the entire United Kingdom student cohort and for every year between 1989 and 1999. A range of segregation measures were used, though the results are invariant to the index used. Socioeconomic stratification in all secondary schools in England declined from a high of 36 percent in 1989 to around 30 percent by 1996, but rose to 32 percent by 1999. There is no evidence that within this decline in stratification, a subset of schools went into a "spiral of decline." The decline in differences in attainment between social groups may be the result of market reforms having worked, or a result of a larger trend arising from the United Kingdom's history of continuous improvement and "comprehensivization" in schooling. Other possible factors are greater "equality in poverty" and school reorganizations. (Contains 38 references.) (RT)

ED 462 746 EA 031 558

Lawton, Stephen B.
Educational Finance and School Choice in the United States and Canada. Occasional Paper.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Education Finance Association (Cincinnati, OH, March 22-24, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Charter Schools; Comparative Analysis; *Educational Assessment; *Educational Finance; Educational Supply; Elementary Secondary Education; Foreign Countries; Public Schools; *School Choice; School Districts
IDENTIFIERS- *Canada

Both the United States and Canadian provinces have moved to enhance educational choice within their educational systems to improve educational productivity. In spite of this similarity of purpose and means, the two nations are taking very different approaches. Most Canadian provinces have moved to full provincial financing of schools and to the allocation of school choice based on group rights assigned to French-speaking and English-speaking citizens. In contrast, the United States has decentralized authority via charter schools, vouchers, or tax deductions, thereby enhancing individual rights. Both nations also have adopted federal and state/provincial assessment systems. The consequences of these actions are still unfolding and merit continuing assessment of outcomes. Eventual assessment may involve the educational, financial, and political success of two distinctive models, one driven by and overcome, thus enhancing the collaborative nature of the engagement. The most important attribute that can be brought to the coaching engagement is receptivity to new ideas and openness to different ways of acting in the world. (Contains 14 references.) (RT)

ED 462 767 EA 031 632

Kanaga, Kim; Kossler, Michael E.
How To Form a Team: Five Keys to High Performance. For the Practicing Manager. An Ideas into Action Guidebook.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Empowerment; Interpersonal Competence; Interpersonal Relationship; Interprofessional Relationship; Leaders Guides; *Leadership; Participative Decision Making; *Teamwork

This practical guidebook is designed for managers and leaders who have responsibility for the creation and success of teams. First, a team is described as a workgroup whose members are dependent upon one another for the completion of a given task, and whose members possess different but complementary skill sets. A team manages its own work within boundaries set by its superseding organization; has internal processes for managing communication, resolving conflicts, solving problems, making decisions, and reaching goals; and is bounded and stable over time. Five critical components are reviewed that contribute to forming an effective team: set a clear goal; build organizational support; create a team structure that empowers team members; identify key relationships between the team and stakeholders in and outside the organization; and monitor external factors to help in adapting to changing pressures, changes, and competition. When a team is formed with these principles in mind, it has a good chance of reaching success. Worksheets and checklists are included to help formulate and organize ideas and action plans. (Contains 14 references.) (RT)

ED 462 768 EC 308 830

Interdisciplinary Graduate Program: Rural Early Intervention Specialists for Low Incidence Disabilities (REIS/LID). Final Grant Performance Report and REIS/LID Student Guide.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 422p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Disabilities; Distance Education; *Early Intervention; Graduate Study; Higher Education; Infants; Professional Development; *Rural Areas; Services; *Special Education; *Teacher Education; Toddlers; Young Children
IDENTIFIERS- University of Maine

Schaap, Eileen, Ed.; Fresen, Sue, Ed.
World History--Part 1. Teacher's Guide and Student Guide . Parallel Alternative Strategies for Students (PASS).
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Instructional Support and Community Services.
PUB DATE- 00
NOTE- 841p.; Course No. 2109310. Part of the Curriculum Improvement Project funded under the Individuals with Disabilities Education Act (IDEA), Part B.
LANGUAGE- English
EDRS Price- MF05/PC34 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Academic Standards; Curriculum; *Disabilities; Educational Strategies; Enrichment Activities; European History; Greek Civilization; Inclusive Schools; Instructional Materials; Latin American History; Non Western Civilization; Secondary Education; Social Studies; Teaching Guides; *Teaching Methods; Textbooks; Units of Study; World Affairs; *World History
IDENTIFIERS- *Florida

This teacher's guide and student guide unit contains supplemental readings, activities, and methods adapted for secondary students who have disabilities and other students with diverse learning needs. The unit focuses on world history and correlates to Florida's Sunshine State Standards. It is divided into the following 21 units of study that correspond to identified social studies strands: (1) the study of history, geography, and culture; (2) Ancient Egypt; (3) early civilizations in the fertile crescent; early civilizations in India and China; (5) Ancient Greece; (6) Ancient Rome; (7) the Byzantine Empire and the rise of Islam; (8) middle ages in Europe; (9) empires in India, China, and Japan; (10) empires in Africa and the Americas; (11) the Renaissance and the Reformation; (12) exploration and colonization; (13) nation-states; (14) the age of absolution in Europe; (15) ideas leading to revolution; (16) the French Revolution; (17) revolution in Latin America; (18) Europe; (19) Great Britain; (20) France; and (21) nationalism. For each unit, the guide includes a general description of the unit's content and describes the unit's focus, provides suggestions for enrichment, and contains and assessment to measure student performance. Appendices describe instructional strategies, list enrichment suggestions, contain suggestions for specific strategies to facilitate inclusion, and contain a chart describing standards and benchmarks. (Contains 74 references.) (CR)

ED 462 785 EC 308 849

Schaap, Eileen, Ed.; Fresen, Sue, Ed.
World History--Part 2: Teacher's Guide and Student Guide . Parallel Alternative Strategies for Students (PASS).
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Instructional Support and Community Services.
PUB DATE- 00
NOTE- 900p.; Course No. 2109310. Part of the Curriculum Improvement Project funded under the Individuals with Disabilities Education Act (IDEA), Part B.
LANGUAGE- English
EDRS Price- MF06/PC36 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Free Enterprise System; Human Capital; Imports; Inclusive Schools; Instructional Materials; Monetary Systems; Secondary Education; State Curriculum Guides; *Supply and Demand; Textbooks; Units of Study; Workbooks
IDENTIFIERS- *Florida

This teacher's guide and student guide unit contains supplemental readings, activities, and methods adapted for secondary students who have disabilities and other students with diverse learning needs. The curriculum correlates to Florida's Sunshine State Standards and is divided into the following six units of study: (1) introduction to economics, which addresses opportunity cost, supply and demand, different types of resources, entrepreneurship, property, and economic rent; (2) economic systems, which addresses the market system, command economic system, government controlled command economy, mixed economics, and measuring government control of the economy; (3) supply and demand, which addresses elastic and inelastic demand, fair market price, and profit; (4) economic institutions, which addresses types of business competition, business organizations, the role of banking institutions, and government regulation of the money supply; (5) taxes; and (6) an examination of the American economy, which addresses tools for measuring economic growth, tariffs and unemployment. The teacher's guide includes a general description of each unit's content and focus, provides suggestions for enrichment, and contains an assessment to measure student performance. The student guide includes case studies and practice activities. Appendices describe instructional strategies, list enrichment suggestions, contain suggestions for specific strategies to facilitate inclusion, and contain a chart describing standards and benchmarks. (Contains 37 references.) (CR)

ED 462 801 EC 308 875

Goldstein, Jeren; Walford, Sylvia
Life Management Skills. Teacher's Guide and Student Workbook . Parallel Alternative Strategies for Students (PASS).
PUB DATE- 99
NOTE- 559p.; Course No. 0800300. Reprint edition. Student Workbook reprint edition, 1998. Developed by the Leon County Schools Exceptional Student Education Department through the Curriculum Improvement Project. Funded under the Individuals with Disabilities Education Act, Part B.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consumer Education; Coping; *Daily Living Skills; Drug Use; First Aid; Interpersonal Relationship; Learning Activities; *Mild Disabilities; Money Management; Nutrition; Secondary Education; *Self Care Skills; Self Esteem; Special Needs Students; State Standards; Stress Management; Teaching Guides; Units of Study
IDENTIFIERS- *Florida

This teacher's guide and student workbook are part of a series of supplementary curriculum packages presenting alternative methods and activities designed to meet the needs of Florida secondary students with mild disabilities or other special learning needs. The Life Management Skills PASS (Parallel Alternative Strategies for Students) teacher's guide presents 10 units concerned with various life management skills including three units dealing with sexual material which are districts with a quality trained cadre of bilingual special education personnel able to meet the unique cross-cultural and special education needs of culturally and linguistically diverse students in public school settings. The 25 participants included 7 Caucasians, 16 Hispanics, and 2 Native Americans. Two of the participants have an identified disability. The Project BESTT training curriculum involved the integration of bilingual, English as a Second Language (ESL), and special education course work into a 36 semester-hour, interdisciplinary, competency-based program of study leading to the Masters of Arts degree in Bilingual/Special Education. The program of study included a field experience. An evaluation of the training found that post-training scores of participants were higher on measures evaluating awareness of the educational needs of culturally and linguistically diverse students than teachers who had not participated. An appendix contains information on teacher competencies, course work, and training curriculum. (CR)

ED 462 820 EF 005 996

Lead Hazards in California's Public Elementary Schools and Child Care Facilities. Report to the California State Legislature.
PUB DATE- 98
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Health; Child Safety; *Day Care Centers; Early Childhood Education; Elementary Education; *Elementary Schools; Lead Poisoning; Public Schools; State Surveys
IDENTIFIERS- *California; *Lead (Metal)

In response to California's 1992 Lead-Safe Schools Protection Act, the state's Department of Health Services conducted a study of the extent of lead contamination in paint, soil, and water in California schools. Data were collected in the field between 1995 and 1997. This report presents the study findings to the state legislature and makes recommendations for ensuring that all California schools are lead-safe schools. Findings and recommendations are as follows: (1) as is the case with housing in California and across the nation, lead-containing paint is present in most California public elementary schools and childcare facilities, yet with proper training, resources, and support, it can be managed safely as part of standard maintenance and operations practices; (2) if lead-safe work practices are instituted and continued over time, they are safer, more efficient, and more cost effective than wholesale removal of lead-containing paint; (3) the lead content of bare soil may be elevated if the soil is close to painted exterior walls, but simple steps can eliminate potential exposure hazards; (4) lead may be present in drinking water in about 18 percent of schools and childcare facilities. A testing, remediation, and replacement program will identify and eliminate this potential source of exposure. The report concludes with the Department of Health Services' action plan and several recommendations. (EV)

ED 462 821 EF 006 031

Statewide School Facilities Needs Assessment.
PUB DATE- 93
NOTE- 810p.; Conducted by MGT of America, Inc., assisted by Architects West of Coeur d'Alene and Lombard Conrad Architects, under the direction of the Statewide School Facilities Needs

This book emphasizes the process of learning in immersion programs, particularly those related to reading. It explores language learning processes and experiences among French late immersion grade 9 students and Australian teachers completing a university-based Chinese immersion graduate diploma. Using students from each group as key informants, combined with research methods characteristic of a socio-ethno-phenomenological approach, the book examines various aspects of these two contexts from a student perspective. Seven chapters include the following: (1) "Language Learning in Immersion Programs" (language learning in Australia, study goals, existing research, and Australian immersion research); (2) "How and Where the Research was Done" (research approach, settings, students, and French and Chinese immersion settings); (3) "Learners' Responses to the Learning Context" (e.g., scripts for school, teacher role, response to the curriculum, and fellow students' role); (4) "Language Learning Experiences" (e.g., making sense of the classroom and producing the second language); (5) "Reading and Writing" (e.g., reading and writing in Chinese and French); (6) "Language Learning Processes and Strategies" (case studies of Chinese and French language learners); and (7) "Discussion and Conclusions." Two appendixes present transcription conventions and translation of the classroom activity sheet. (Contains 171 references.) (SM)

ED 462 841 FL 027 179

Swanson, Malcolm, Ed.; Long, Robert, Ed.
The Language Teacher, 2001.
PUB DATE- 01
NOTE- 788p.; Published monthly. CD-ROMs accompanying number 3 and number 11 in this volume are not available from ERIC.
LANGUAGE- English; Japanese
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Attendance Patterns; College Entrance Examinations; Communicative Competence (Languages); Computer Uses in Education; Curriculum Development; Dialects; Dictionaries; Elementary Secondary Education; *English (Second Language); Equal Opportunities (Jobs); Feedback; Foreign Countries; Higher Education; Japanese; Journal Writing; Labor Legislation; Language Proficiency; *Language Teachers; Listening Skills; Older Adults; Poetry; Pragmatics; Questioning Techniques; Reading Skills; *Second Language Instruction; Sex Discrimination; Special Education; Stress Variables; Student Attitudes; Student Motivation; Teacher Evaluation; Videotape Recordings; Word Lists; Writing Instruction; Writing Skills
IDENTIFIERS- Japan; Kanji Script; Katakana Script; Requests

These issues of "The Language Teacher" examine second language learning issues in Japan, focusing on such topics as the following: language educators and labor law; using videofeedback to nurture self-monitoring skills; learning diaries in learner training; English for special learners; developing listening subskills with trivia; attitude and motivation in language learning; the need for change in English writing instruction in Japan; the role and influence of Japan's university entrance exams; the On-Line Teaching Evaluation Regional Workshop; task-based methodology and sociocultural history; the best Japanese-English character dictionaries for meeting Kanji-learning needs; applying for a university job in Japan; stress, disempowerment, bullying, and school non-attendance; apathy and post-meritocracy in higher education; rethinking text within a task-based approach to language teaching; machine translation and the future of English as a

Teng, Huei-Chun
Analysis of EFL Listening Needs by Taiwanese College Students.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual International Symposium on English Teaching (9th, Taipei, Taiwan, November 10-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *English (Second Language); Foreign Countries; Higher Education; *Listening Comprehension; *Listening Skills; Questionnaires; Second Language Learning
IDENTIFIERS- *Taiwan

This study investigated the English-as-a-Second-Language (ESL) listening needs of college students in Taiwan, examining the ESL conversational and academic listening abilities required by college students and differences in listening needs between effective and ineffective ESL listeners. Study participants were 296 Taiwanese college freshmen. The study questionnaire was based on the taxonomy of listening skills proposed by Richards (1983). It included 33 items on conversational listening abilities and 18 items on academic listening abilities. Results indicated that college students had more needs for conversational listening than for academic listening. The most important conversational listening need was the ability to detect key words, and the most important academic listening need was the ability to follow different modes of lecturing (spoken, audio, and audiovisual). The study also found that effective listeners had significantly more conversational listening needs than did ineffective listeners, and male listeners had more conversational listening needs than did female listeners. Implications for the design of ESL listening curricula are presented. (Contains 11 references.) (SM)

ED 462 863 FL 027 204

Schulter, Beatrice
Pedagogical and Methodological Considerations for Bilingual Education in Kyrgyzstan.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Education; Communication Skills; Educational Objectives; Elementary Secondary Education; Foreign Countries; *Immersion Programs; Kyrgyz; Language Skills; Russian; *Second Language Instruction; Teaching Methods

This paper examines pedagogical and methodological considerations involved in language immersion programs in Kyrgyzstan, discussing bilingual education program goals, how children acquire first languages, how language and content can be taught and learned simultaneously, and steps that have been taken to make immersion programs successful in Kyrgyzstan's schools. Kyrgyzstan's bilingual education is designed to facilitate and improve second language learning and maintain bilingualism. It teaches students to communicate in the second language, not just grammatical rules. Immersion programs follow roughly the same progression as first language learning. When teachers and students concentrate on content, they experience the second language as a natural means of communication which does not rank higher or lower than their first language in status or

NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Quality; Factor Analysis; Foreign Countries; Higher Education; *Private Colleges; *School Size
IDENTIFIERS- *Educational Indicators; *El Salvador

El Salvador has a new higher education law that established minimum requirements for educational quality. Analyzing data from El Salvador's 39 private universities made available by the country's Ministry of Education, this study assesses educational quality among these universities, especially addressing the effect of the size of the university on the quality of education. Eight indicators of quality were assessed. The data were collected with a survey designed and administered by the Ministry of Education. Principal component factor analysis was used to identify clusters of highly correlated indicators, and comparison of means was used to determine quality differences by size. Small institutions had higher rankings--lower ratios--in the following indicators of quality: overall student to faculty ratio, full-time student to full-time faculty ratio, students to computer ratio, and students to computers connected to the Internet ratio. Large institutions had higher rankings in these areas of quality: library holdings, percentage of full-time faculty, percentage of faculty with 5 more years teaching experience, and percentage of faculty with graduate degrees. Middle sized institutions were in the middle on all indicators of educational quality. Overall, there was considerable variation among all the universities assessed, indicating a wide variation of education quality among universities within their size group. Principal component factor analysis identified three clusters of variables linked to quality: time, interaction, and faculty. Implications for policy and administrative practice are discussed. (Contains 4 tables and 20 references.) (Author/SLD)

ED 462 887 HE 034 708

MacFarland, Thomas W.
Students in the School of Business and Entrepreneurship Respond to a Satisfaction Survey: A Comparison between On-Campus Students and Off-Campus Students.
PUB DATE- 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Education; *College Students; Distance Education; Entrepreneurship; Higher Education; Off Campus Facilities; *On Campus Students; Program Effectiveness; *Satisfaction; Services; *Student Attitudes; Student Surveys
IDENTIFIERS- *Nova Southeastern University FL

Levels of satisfaction with program and services were assessed for students in the School of Business and Entrepreneurship at Nova Southeastern University, Florida. Usable responses were received from 391 students (193 on-campus, 195 off-campus, and 3 others) from the population of 2,184 students. Survey statements were worded using language from the criteria for accreditation of the Southern Association of Colleges and Schools. More than 92% of all statements received a mean rating of 3.0 or better on a 5-point scale, indicating positive satisfaction with academic program and student services. Overall ratings between on-campus and off-campus students were

ED 462 907 HE 034 787

Information on Quality and Standards in Higher Education. Final Report of the Task Group.
PUB DATE- 02
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Colleges; Data Collection; *Educational Quality; Foreign Countries; *Higher Education; Learning; *Program Evaluation; Qualitative Research; *Standards
IDENTIFIERS- *England; *Quality Assurance

As part of the revised method for quality assurance in higher education in England, a Task Group was established to identify the categories of data, information, and judgments about quality and standards of teaching and learning that should be available within higher education institutions (HEIs), and those that should be published. The Task Group published a document in November 2001 (HEFCE-01/66) setting out interim proposals and inviting responses. This report gives the Task Group's final recommendations in light of the consultation responses and wider discussions. The recommendations cover: (1) the main headings for collecting information about quality and standards of learning and teaching; (2) quantitative data to be assembled and published by HEIs; and (3) qualitative information to be published. The report also contains an analysis of the responses to the interim proposals and discussions of changes made to those proposals. Other recommendations are made for the format and method of publication of qualitative information. Also discussed are the steps that must be taken before the revised method for quality assurance can be implemented. Five attachments (annexes) contain detailed information and proposed templates for publishing results and summaries. (SLD)

ED 462 908 HE 034 788

Rewarding and Developing Staff in Higher Education: Good Practice in Setting HR Strategies. Report.
PUB DATE- 02
NOTE- 54p.; For a related report on "Rewarding and Developing Staff in Higher Education," see ED 450 654.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Foreign Countries; *Higher Education; *Human Resources; *Professional Development; *Rewards; *School Personnel
IDENTIFIERS- Management Practices

This guide aims to help universities and colleges in England think strategically about the contribution of human resources to their organization and then to turn this thinking into an agreed strategy document to manage their human resources (HR) effectively. In November 2000, the British government announced an additional 330 million pounds over 3 years to improve the management of human resources in higher education. The Higher Education Funding Council for England has distributed this money as conditional grants to institutions that have

children under the age of 18 are more likely to access the Internet (62%) than family households with no children (53%), and non-family households (35%). Computers at schools substantially narrow the gap in computer usage rates for children from high and low income families. Internet use is increasing for people regardless of income, education, age, races, ethnicity, or gender. While 80% of Americans access the Internet through dial-up service, residential use of broadband service is rapidly increasing. Forty-five percent of the population now uses e-mail, up from 35% in 2000. Approximately one-third of Americans use the Internet to search for product and service information (36%, up from 26% in 2000). Use of the Internet and computers at work has contributed to higher use levels at home. (AEF)

ED 462 929 IR 021 087

Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, Illinois, June 25-27, 2001).
PUB DATE- 01
NOTE- 512p.; For selected individual papers, see IR 021 088-111. Most presenter handouts are not available from ERIC. Hosted by Illinois Computing Educators (ICE) and School of Education and Social Policy, Northwestern University. In cooperation with Chicago Public Schools, Illinois State Board of Education, Illinois State Learning Technology Centers, Niles Township High School District 219, NCRTEC at the North Central Regional (Northwestern University), and Illinois Educational Technology Council.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Information Technology; Internet; *Telecommunications
IDENTIFIERS- *Technology Implementation

This document contains the proceedings of the National Educational Computing Conference (NECC) 2001. The following research papers are included: "UCI Computer Arts: Building Gender Equity While Meeting ISTE NETS" (Kimberly Bisbee Burge); "From Mythology to Technology: Sisyphus Makes the Leap to Learn" (Patricia J. Donohue, Mary Beth Kelley-Lowe, and John J. Hoover); "Simulations in the Learning Cycle: A Case Study Involving Exploring the Nardoo" (William M. Dwyer, Valesca E. Lopez); "Connecting across Many Divides: Digital, Racial, and Socio-Economic" (Janice Hinson and Cathy Daniel); "Educational Technology Professional Development Program" (Karen S. Ivers); "The Impact of an Innovative Model of Technology Professional Development" (Vivian Johnson); "Middle School Students as Multimedia Designers: A Project-Based Learning Approach" (Min Liu and Yu-Ping Hsiao); "Evaluation of a Laptop Program: Successes and Recommendations" (Deborah L. Lowther, Steven M. Ross, Gary R. Morrison); "E-Pals: Examining a Cross-Cultural Writing/Literature Project" (Lauren G. McClanahan); "Web-Based Computer Supported Cooperative Work" (John E. McEneaney and others); "Adapting Online Education to Different Learning Styles" (Diana J. Muir); "Enhancing Elementary Students' Creative Problem Solving through Project-Based Education" (Romina M. J. Proctor); "Effective Teaching Styles and Instructional Design for Online Learning Environments" (Ian J. Quitadamo and Abbie Brown) "Teaching and Learning with Information and Communication Technology: Success through a

Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Choice; Distance Education; *Females; Higher Education; *Information Technology; *Minority Groups; Nontraditional Education; Student Motivation; Student Surveys
IDENTIFIERS- University of Phoenix AZ

This paper presents the results of a research study (Spring 2001 completion) on adult women and minority students returning to a non-traditional four-year university designed for working adults over a five-year period (1995-2000). The study analyzed several unique student populations--graduates (recent and alumni), still enrolled, and not enrolled (stopped or dropped out)--across two modalities (online and face-to-face). The following research questions were examined: (1) What motivated them to enroll in an IT (information technology) degree program? (2) What university characteristics influenced their choice of institution? (3) What facilitated their persistence and/or degree completion? and (4) What employment incentives enabled enrollment and degree completion? A survey methodology was used to gather data. The goal was to obtain an understanding of the backgrounds, motivation, preferences, and support systems that adult women and minority IT students express upon entrance and exit from the University of Phoenix (Arizona). (Contains 18 references.) (MES)

ED 462 949 IR 021 107

Stager, Gary S.
Constructionism as a High-Tech Intervention Strategy for At-Risk Learners.
PUB DATE- 01
NOTE- 13p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Constructivism (Learning); *Correctional Education; Correctional Institutions; Delinquency; Educational Technology; *High Risk Students; *Learning Laboratories; *Nontraditional Education; Secondary Education
IDENTIFIERS- *Learning Environments; Maine Youth Center; Papert (Seymour); Technology Implementation

While much has been written about the theoretical basis for constructionism attempted in more traditional school settings, the Constructionist Learning Laboratory at the Maine Youth Center (the state facility for adjudicated youth ages 11-21) offers the first opportunity to document a full-scale implementation of constructionism in an computationally rich alternative-learning environment built and directed by Seymour Papert. This paper shares examples of work done by severely at-risk students and offers a context for thinking about alternative-learning environments in the digital age. (Contains 20 references.) (Author/MES)

ED 462 950 IR 021 108

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Health Services; Information Systems; *Information Technology; Medical Care Evaluation; *National Programs; Program Improvement
IDENTIFIERS- *Department of Health and Human Services; Health Care Reform; Information Infrastructure; United States

This is one in a series of reports to the President and Congress developed by the President's Information Technology Advisory Committee (PITAC) on key contemporary issues in information technology. This report argues that significant improvements in health care would be possible if modern clinical information systems were widely implemented and a sound national health information infrastructure were in place. Challenges to realizing the vision of new technologies providing opportunities for improving health care are discussed in terms of six findings: lack of an accepted national vision; critical long-term issues not addressed; decision-support systems needed; too few bioinformatics professionals; reliance on outside innovations; and Department of Health and Human Services issues. These findings are followed by six recommendations: establish pilot projects and Enabling Technology Centers to extend practical uses of information technology to health care systems and biomedical research; NIH, in close collaboration with other agencies, should design and deploy a scalable national computing and information infrastructure to support the biomedical research community; congress should enhance existing privacy rules by enacting legislation that assures sound practices for managing personally identifiable health information of any kind; establish programs to increase the pool of biomedical research and health care professionals with training at the intersection of health and information technology; the Data Council of the Department of Health and Human Services (DHHS) should outline its vision for using information technology to improve health care in this country and subsequently devote the necessary resources to do the basic information technology research critical to accomplishing these goals in the long term; and DHHS should appoint a senior information technology leader to provide strategic leadership across DHHS and focus on the importance of information technology in addressing problems in health care. (AEF)

ED 462 969   IR 021 129

Using Information Technology To Transform the Way We Learn. Report to the President.
PUB DATE- 01
NOTE- 47p.; Produced by the President's Information Technology Advisory Committee, Panel on Transforming Learning.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; *Educational Development; *Educational Technology; Federal Government; Government Role; *Information Technology; Program Development; Research and Development; *Technology Integration; Training
IDENTIFIERS- *Technology Role; United States

This is one in a series of reports to the President and Congress developed by the President's Information Technology Advisory Committee (PITAC) on key contemporary issues in information technology. This report highlights findings and recommendations on how the Federal government can provide the leadership needed to solve key information technology challenges and to improve the quality of, and public access to, distant, knowledge-direct method and the indirect method. A college will benefit from standardization if: (A) it has an enrollment composition that diverges from the statewide composition; and (B) the college's outcome rates vary meaningfully between the strata of the adjustment variable. Both A and B should exist to make standardization worthwhile. However, even with A and B in effect, standardization will probably give only a partial remedy to the problem of invalid summary outcome measures. (NB)

ED 462 986 JC 010 593

Maui Community College: A Comparative Assessment of Programs.
PUB DATE- 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgets; Community Colleges; Enrollment Influences; *Enrollment Rate; *Factor Analysis; Institutional Evaluation; Outcomes of Education; Program Effectiveness; *Program Evaluation; Resource Allocation; Statistical Analysis; Strategic Planning
IDENTIFIERS- *University of Hawaii Maui Community College

Between fall 1987 and 1992, Maui Community College's (MCC's) (Hawaii) enrollment increased by 40%, to 2,799 students. This growth was a result of increased student and community interest in higher education on all three islands in Maui County, as well as MCC's aggressive recruitment and educational program delivery. However, budget restrictions have required the college to "do more with less," complicating program administration and compromising policies and curricula. This document describes the comparative assessment of programs process and its results at MCC. Highlights include: (1) overall campus ratings reflect characteristics consistent with significant growth; (2) vocational/technical programs are well-enrolled, but there is a need for larger capacity in some classes; (3) liberal arts courses are heavily enrolled and in high demand, so much so that the writing-intensive courses in areas where small numbers of courses are offered may artificially and unfairly lower the overall averages; (4) the volume of student-related increases and resulting growth in lecturer-taught classes have affected all non-instructional programs (i.e. technical support staff are overloaded); and (5) Student Services program outcomes ratings are comparatively lower than most other non-instructional ratings, including Financial Aid and Admissions. This document discusses each type of program, its assessment, and recommendations for action and improvement. (EMH)

ED 462 987 JC 010 672

Platt, Gail M.
The Start of the New Millennium. The Teaching and Learning Center Annual Report, 2000-2001.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; *Community Colleges; Counseling Services; *Learning Resources Centers; Program Evaluation; Student Development; *Tutoring; Two Year Colleges
IDENTIFIERS- *South Plains College TX

Opportunity Program; (3) the Financial Aid Office's goals focus on assisting the Student Employment Office to establish equitable student employment opportunities in Jackson County, helping to recruit pre-entry populations and retain current students, improving services available to veteran students, and optimizing the use of available technology; (4) RCC's cohort loan-default rate in 1997-1998 was 10%, down from 38% a decade prior; and (5) according to a student satisfaction survey, 41% of respondents found the Financial Aid staff helpful, and 37% found them knowledgeable. This report contains seven charts. (EMH)

ED 463 007 JC 020 223

Assessment and Planning for Instructional Programs and Services (APPS) Guidelines. Revised.
PUB DATE- 01
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; College Role; Community Colleges; *Educational Assessment; *Educational Objectives; *Outcomes of Education; *Program Implementation; Student Attitudes; Teacher Role; Two Year Colleges
IDENTIFIERS- *West Valley College CA

The Assessment and Planning for Programs and Services (APPS) process at West Valley College (WVC) (California) is intended to improve the success of students by ensuring that they have access to the highest quality instruction and support services. APPS requires that programs and services submit a full report every 4 years, with annual updates. The full report consists of a student survey, other pertinent data, and a self study. This booklet serves as a guide to APPS and contains a process overview and a schedule and timeline for the various steps of the full report, which include: (1) orientation; (2) student survey (a sample of which is provided); (3) analysis of data on loads, enrollments, student characteristics, grades, and completions; (4) self study, which includes the program overview, data analysis, and goals; and (5) preparing the final report; (6) evaluation; and (7) presentation to the board. The annual update has six steps that are briefly outlined in this guide: (1) analyzing the data; (2) establishing goals and activities; (3) requesting resources; (4) prioritizing requests-division level; (5) prioritizing requests-college level; and (6) developing the budget. Appended are a glossary of terms, interpretation guide, and information on community college and district guidelines, goals, and priorities. (EMH)

ED 463 008 JC 020 225

Hardcastle, Alan
Increasing Information Technology Program Capacity in the Community and Technical College System: Recommendations and Strategies for Closing the Information Technology Skills Gap in Washington State. Final Report.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

medical care providers are practicing in their fields, and most spend most of their working hours providing direct patient care; (3) the majority of NPs, PAs, and CNMs provide primary care services in a wide variety of settings; (4) these providers care for large numbers of underserved persons; (5) most NPs, PAs, and CNMs are in their 40s and 50s, and most were educated in California; and (6) minority groups are underrepresented in all three professions. (Survey forms are included in this report.) (KC)

ED 462 540   CE 082 681

Calazza, Amy
Women's Community Involvement: The Effects of Money, Safety, Parenthood, and Friends. Research-in-Brief.
PUB DATE- 01
NOTE- 8p.; Based on a paper by Amy Calazza and Heidi Hartmann for the John S. and James L. Knight Foundation that was presented at the Wingspread Conference (June 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Attitude Measures; *Citizen Participation; Citizenship Responsibility; Community; *Community Involvement; Community Organizations; Community Relations; Demography; *Economic Factors; Family Influence; *Females; Income; *Males; Motivation; National Surveys; Parents; Safety; *Sex Differences; Voting
IDENTIFIERS- Neighbors

Decreased civic and political participation is a pressing problem in the United States. Today, Americans are less likely to vote, work for a party or candidate, attend a meeting, or belong to a social or community organization than they were 40 years ago. A study used the Community Indicators Survey, a nationally representative sample of 1,206 adults conducted by telephone in 1999, to measure levels of community involvement. The study suggests that gender plays an important role in determining who participates; women choose to participate, or not to, for different reasons than men. Factors influencing civic engagement include the following: (1) more highly educated men, but not women, are more likely to participate; (2) women who feel safe in their neighborhoods are more likely to participate, but men who feel safe are less likely to participate; (3) knowing one's neighbors also increases participation significantly among women but not men; (4) family income of more than $60,000 increases participation significantly for women, but not for men; and (5) the only factor with a similar effect on men and women is that having a child between the ages of 5 and 17 increases participation for both genders. The study concluded that public policies that decrease violence and increase safety for women and better work-family policies could increase civic participation. Community and other civic groups could also encourage activism by making participation more convenient by providing child care, scheduling events at the end of workdays or at worksites, or using e-mail to build networks or even as a medium of participation. (KC)

ED 462 541   CE 082 711

Levenson, Alec R.
Investing in Workers' Basic Skills: Lessons from Company-Funded Workplace-Based Programs.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.

Career academies are schools within schools that link students with peers, teachers, and community partners in a disciplined environment, thereby fostering academic success and mental and emotional health. The career academy concept includes the following three key elements: (1) small learning communities; (2) a college preparatory curriculum with a career theme; and (3) partnerships with employers, community, and higher education. The following are among the essential components within those three areas: (1) a team of teachers who have joined the program by choice; (2) voluntary enrollment by students who are allowed to focus on a discipline of their choice; (3) academic courses that meet high school graduation and college entrance requirements; (4) common planning time for the teaching team; (5) counseling to ensure that students have postsecondary plans; (6) employers providing mentoring and job shadowing; (7) a steering committee of community partners to oversee academy operations; and (8) parental support of students' enrollment in the academy. According to a 5-year evaluation of 1,900 students and 9 career academies, career academies reduced dropout rates for at-risk students by nearly one-third, were associated with higher rates of college attendance, and provided at-risk youth with opportunities to set goals and reach academic and professional objectives that may have been otherwise unattainable. (MN)

ED 462 557 CE 082 944

Taylor, Maurice
Action Research in Workplace Education: A Handbook for Literacy Instructors.
SPONS. AGENCY- Human Resources Development Canada, Hull (Quebec). National Literacy Secretariat.
PUB DATE- 02
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Action Research; Adult Basic Education; *Adult Literacy; Case Studies; Guidelines; *Literacy Education; Participatory Research; Program Development; Program Improvement; Research Methodology; *Teacher Researchers; Theory Practice Relationship; *Workplace Literacy

Based on a research project that sought to train instructors to conduct action research in a real-life context, this handbook was created to help literacy instructors to use action research in workplace education programs. The handbook is organized in three parts. The first part describes action research as a type of practice-based research. It outlines two models that can be used in conducting an action research project and then discusses the major steps of identifying a problem, collecting and analyzing data, and implementing an action strategy. The second part of the handbook describes eight action research projects, written up as case studies. These projects were conducted by practitioner-researchers and included topics such as increasing learner motivation, adapting teaching styles, and enhancing learning with the Internet. The case studies illustrate the actual process used in conducting action research and provide examples for critical reflection on findings that were used to solve common workplace literacy program problems. The third part of the handbook contains support information needed to carry out action research

Delivery Systems; Educational Attainment; Educational Policy; Foreign Countries; Government School Relationship; Guidelines; High School Students; Higher Education; Holistic Approach; *Lifelong Learning; Models; Public Policy; School Holding Power; *Social Support Groups; State Action; *Student Financial Aid; Student Needs; Success; Systems Approach
IDENTIFIERS- *Northwest Territories

This document presents the framework that Canada's Government of the Northwest Territories (GNWT) Department of Education, Culture, and Employment has developed to help the province's high school students and adults make successful transitions into and through postsecondary education. The following goals of the province's Student Success Plan (SSP) are listed: (1) foster development of individuals with the knowledge, skills, and confidence to make successful transitions to postsecondary learning; (2) provide adequate personal, academic, and financial supports to meet the needs of the whole learner; and (3) foster development of individuals prepared for work and lifelong learning. The special needs of the SSP's target groups are described. The remaining sections of the document detail the model underpinning the SSP and the policies and procedures, promotion efforts, information dissemination activities, and learning supports to which the GNWT has committed to ensure that students complete the following steps successfully: (1) apply for and gain entry to postsecondary studies; (2) maintain their student status until their program of study is completed; and (3) make the transition to work or further learning upon graduation. The document's three appendixes describe a total of 40 policies, programs, and resources available to assist students at each stage of the model. (MN)

ED 462 574 CE 082 980

Mustapha, Ramlee B.
The Best Practices for Professional Development of Vocational Educators in Teaching Competencies among APEC Economies: A Case Study of Malaysia.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Seminar on the Best Practices for Professional Development of Vocational Teachers among Asia Pacific Economic Cooperation (APEC) Economies (Chiangmai, Thailand, June 20-22, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Access to Education; Advisory Committees; Change Strategies; College Preparation; Developing Nations; Education Work Relationship; Educational Change; *Educational Improvement; *Educational Needs; Educational Planning; Educational Practices; Educational Quality; Employment Potential; Employment Projections; Foreign Countries; *Government Role; Government School Relationship; Integrated Curriculum; Lifelong Learning; Part Time Students; Partnerships in Education; *Policy Formation; Postsecondary Education; Private Sector; Professional Development; Public Policy; Research and Development; School Business Relationship; Standard Setting; Teacher Competencies; *Teacher Improvem *Malaysia; Stakeholders
IDENTIFIERS- *Malaysia; Stakeholders

Research has documented that vocational education and training (VET) is critical to Malaysia's industrial development. Rapid technological changes and increased global competition have exacerbated the challenges associated with delivery of quality

DESCRIPTORS- Access to Education; Acquired Immune Deficiency Syndrome; *Adult Education; Blacks; Change Strategies; Colleges; Continuing Education; Cultural Differences; Cultural Pluralism; Discussion Groups; Disease Control; Distance Education; *Education Work Relationship; Educational Change; Educational Environment; Educational Policy; *Educational Practices; Educational Principles; *Educational Technology; Employment Qualifications; *Empowerment; Foreign Countries; Global Approach; Graduate Study; Health Promotion; Job Skills; Job Training; Labor Force Development; Lifelong Learning; Minority Groups; Multicultural Education; Politics of Education; Postsecondary Education; *Power Structure; Racial Bias Australia; Canada; Europe; Global Economy; *Knowledge Acquisition;

IDENTIFIERS- Australia; Canada; Europe; Global Economy; *Knowledge Acquisition; Learning Society; United States; Work Based Learning

This book contains 14 papers on adult education and the struggle for knowledge and power in society. The following papers are included: "At the Heart of Practice: The Struggle for Knowledge and Power" (Ronald M. Cervero, Arthur L. Wilson); "The Power of Economic Globalization: Deskilling Immigrant Women through Training" (Shahrzad Mojab); "Silent Power: HRD (Human Resource Development) and the Management of Learning in the Workplace" (Fred M. Schied, Vicki K. Carter, Sharon L. Howell); "The Power of Discourse: Work-Related Learning in the 'Learning' Age" (Elaine Butler); "The Power of the State: Connecting Lifelong Learning Policy and Educational Practice" (Kjell Rubenson); "The Politics of Globalization: Transformative Practice in Adult Education Graduate Programs" (Budd L. Hall); "The Power of Race and Gender: Black Women's Struggle and Survival in Higher Education" (Juanita Johnson-Bailey); "The Politics of Positionality: Teaching for Social Change in Higher Education" (Elizabeth J. Tisdell); "Transforming Boundaries of Power in the Classroom: Learning from La Mestiza" (Mechthild Hart); "The Politics of Access and Communication: Using Distance Learning Technologies" (Nod Miller); "A Political Analysis of Discussion Groups: Can the Circle Be Unbroken?" (Stephen D. Brookfield); "The Politics of Place: Producing Power and Identity in Continuing Education" (Arthur L. Wilson); "Solidarity and Power in Urban Gay Communities: Planning HIV Prevention Education" (Kimberly B. Sessions, Ronald M. Cervero); and "Power in Practice: A New Foundation for Adult Education" (Arthur L. Wilson, Ronald M. Cervero). All papers include substantial bibliographies. (MN)

ED 462 591 CE 083 037

Statistics 2001: Survey of Employer Views on Vocational Education and Training. National Report.

SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 01
NOTE- 114p.; For a summary of this report, see CE 082 762.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Change Strategies; Comparative Analysis; Cost Effectiveness; Delivery Systems; *Educational Attitudes; *Educational Improvement; Educational Needs; *Educational Quality; Educational Trends; *Employer Attitudes; Employment Qualifications; Foreign Countries; Glossaries; Graduates; Job Skills; Job Training; National Surveys; Needs Assessment;

Owen, C.; Bound, H.
Contractor Alliances and the New World of Work.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 01
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Administration; Developed Nations; Educational Needs; Foreign Countries; *Institutional Cooperation; *Job Skills; Postsecondary Education; Secondary Education; *Shared Resources and Services; *Staff Development; Trend Analysis; Vocational Education
IDENTIFIERS- *Australia; *Contract Management; Contractors

A study investigated knowledge, skills, and attitudes required to operate in new working arrangements where people operate in alliance with others. Six strategic alliances were selected across three states and different industries. Participants in contractor alliances and stakeholders in the study were interviewed. Findings indicated that all contractors needed to be proficient in their job-specific technical knowledge and skill to value and market that work appropriately and undertake it reliably; some alliances were formed where contractors had the same technical skills and knowledge and assisted contractors in managing the uneven demands for work; other alliances were based on complementary job-specific knowledge and skills and expanded opportunities to undertake work; and, to work effectively in an alliance, contractors needed to be able to recognize strengths and limitations of their own technical/specialist skills and knowledge and that of others and required skills associated with managing the work, identifying client needs, working with clients, and managing client expectations. The knowledge, skills, and attitudes needed to maintain technical proficiency were obtained through a variety of means, including vocational education and training (VET); learning by doing was supported by reading, using the Internet, learning from others in the alliance, and using networks; and VET providers needed the capacity to deliver short, just-in-time content and required support to enable them to do so innovatively and creatively to meet demands of the target audience. (Contains 72 references.) (YLB)

ED 462 608 CE 083 063

Long, M.; Robinson, L.; Malley, J.
Graduate Satisfaction and Entry-Level Training in Office Skills.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 01
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Developed Nations; *Education Work Relationship; Employment Patterns; Entry Workers; Foreign Countries; Graduate Surveys; Office Occupations; *Office Occupations Education; *Outcomes of Education; *Participant Satisfaction; Postsecondary Education; Prior Learning; Student Attitudes; Student Characteristics; *Vocational Education; *Vocational Followup
IDENTIFIERS- Australia; Performance Indicators; *TAFE (Australia)

This report investigates the relationship between graduate satisfaction and graduate characteristics, courses, course outcomes, and provider. It uses results from the 1997 technical year. Studies have also identified actions that policymakers can take to optimize beginning CTE teachers' experience and 11 components that can be combined into a comprehensive teacher induction program. (MN)

ED 462 624 CE 083 094

Camp, William G.; Jackson, Renee S.; Buser, Bryan R.; Baldwin, Eliza T.
Vocational Student Organizations and Student Achievement. Working Papers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 56p.; Appendixes not available from ERIC. Some text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Administrator Attitudes; *Educational Benefits; Educational Research; Extracurricular Activities; Influences; Literature Reviews; National Surveys; *Organizational Effectiveness; Participation; Performance Factors; Postsecondary Education; Research Needs; Research Problems; Secondary Education; State Programs; *Student Organizations; Student Reaction; Synthesis; Vocational Directors; *Vocational Education
IDENTIFIERS- Distributive Education Clubs of America; Family Career and Community Leaders of America; Future Business Leaders of America; Future Farmers of America; Future Homemakers of America; Impact Studies; Technology Student Association

The impact of participation in a vocational student organization (VSO) on student achievement was examined. First, an exhaustive review of the recent literature on VSOs was conducted. In addition, a survey aimed at state directors of VSOs was developed and pilot tested on a purposefully-selected sample of 25 state directors of VSOs. A response rate of 93% was achieved. Although more than 250 documents on VSOs were identified, an in-depth review and analysis of the applicable literature revealed only a limited amount of literature and research documenting or chronicling the impact of VSOs on student achievement. Much of the literature advocated benefits that were not adequately verified in the reports, were supported by limited or weak methodologies in the areas of research and analysis, and were not described in sufficient detail to support duplication of the results. It was recommended that research in the area of VSO impact, benefits, and assessments be conducted to identify VSOs' strengths and weaknesses and provide baseline data. The state VSO director survey validation panel, field test group, and pilot study responses indicated that the survey is adequate for collecting the data that would be necessary in a study designed to document VSO-related efforts at the state level. (Contains 76 references.) (MN)

ED 462 625 CE 083 095

Kodz, J.; Harper, H.; Dench, S.
Work-Life Balance: Beyond the Rhetoric. IES Report.
PUB DATE- 02
NOTE- 92p.; Study supported by the IES Research Networks.
LANGUAGE- English

ED 462 642 CG 031 579

Tramonte, Michael R.
Overcoming Disaster Barriers To Service All Children.
PUB DATE- 02
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (34th, Chicago, IL, February 26-March 2, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Counseling; Counselor Client Relationship; *Counselor Training; *Crisis Intervention; Cultural Differences; *Emergency Programs; Emotional Response; *Mental Health; *Mental Health Workers; Natural Disasters; Safety; Terrorism; Workshops
IDENTIFIERS- Traumas

This paper contains an outline of a workshop designed for the disaster mental health worker. The goal of the workshop is to describe how disaster services are different from other mental health services and to provide suggestions on how to make these services more effective. The types of disasters, the anatomy of a disaster, and time phases of a disaster are all explained. The barriers to overcome in disaster relief for the helper and the survivor are also highlighted. One particular barrier that needs consideration is the cultural bias that may exist in a counseling relationship. Suggestions are provided for types of individual help that can be given in a disaster. These include food, clothing, housing and funding, medical care, emergency funds, legal assistance, disaster unemployment, and property cleanup. Children's disaster reactions that need to be addressed include academic and behavioral regression, behavioral deficits or excesses, emotional reactions, and motivational changes. (Contains 13 references.) (JDM)

ED 462 643 CG 031 583

Depresion: Lo Que Toda Mujer Debe Saber (Depression: What Every Woman Should Know).
PUB DATE- 01
NOTE- 31p.; Originally created for the Depression, Awareness, Recognition, and Treatment (D/ART) program. Revised by Margaret Strock. Translated by Edgardo Menvielle. For English version, see CG 031 599.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- At Risk Persons; Biological Influences; *Depression (Psychology); Developmental Stages; Emotional Problems; Environmental Influences; *Females; *Intervention; Outcomes of Treatment; Pharmacology; Predictor Variables; Psychopathology; Psychotherapy; Social Influences; *Spanish Americans; *Spanish Speaking; Symptoms (Individual Disorders)
IDENTIFIERS- Electroconvulsive Therapy

This publication, written in Spanish, explains why women are at greater risk for depression than men. Types of depressive illnesses are explained along with the symptoms. It states that some women are predisposed genetically to depression but biochemical, environmental, psychological, and social factors

Munoz, Marco A.; Bacci, Emily
Serving At-Risk Urban Middle School Students: The Behavioral Coaches Program.
PUB DATE- 02
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; Behavior Modification; *Behavior Problems; Comprehensive Programs; Conflict Resolution; *Discipline Problems; Dropouts; *High Risk Students; Interpersonal Competence; Intervention; *Middle School Students; Middle Schools; Program Effectiveness; Suspension
IDENTIFIERS- Coaching

The Behavioral Coaches (BC) is a comprehensive program designed to assist those students who demonstrate significant behavioral difficulties in school and are at serious risk of school failure or of dropping out of school. BC provided direct services to middle schools identified by the District as being in need of additional school support for their students. The BC program has behavior coaches who worked directly with the schools and the students to redirect behavior; defuse crisis behavior; mediate conflicts; and teach appropriate social skills. The findings of this study showed a significant decrease in the number of out-of-school suspensions both at the school and student level. Implications for practice and future research are discussed. (Contains 19 references and 3 tables.) (Author/JDM)

ED 462 664 CG 031 609

McKinnon, Cole
Elder Health and Related Problems in Assisted Living: A Learning Module for Employees.
PUB DATE- 02
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Counseling; Counselor Training; Course Content; Health Services; Inservice Education; *Job Training; *Older Adults; Personal Care Homes; *Residential Care; *State Licensing Boards; State Regulation; Videotape Recordings
IDENTIFIERS- Massachusetts

The Commonwealth's Executive Office of Elder Affairs (EOEA) regulates assisted living facilities in Massachusetts. Prior to active employment, all staff and contracted providers who have direct contact with residents must receive a six-hour orientation. Also, employees must receive on-going training and in-service education to reinforce the initial training. No clear passage exists as to who is responsible for the enforcement of these regulations and it appears that assisted living facilities stand alone in their responsibility to comply with the regulations. Included in this paper is a syllabus for a training course for all employees of the assisted living community. Section 1 includes the introduction, the essential principles of seniors' health care, and six strategies seniors can use to maintain or regain health. The second section encompasses specific health-related physical problems and health- related psychological problems. Section 3 covers common chronic diseases of seniors and interventions for staying

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Higher Education; Information Sources; *Research Papers (Students); *Research Reports; Resource Materials; *Scholarly Writing; *Writing for Publication
IDENTIFIERS- American Psychological Association; Modern Language Association

The research paper teaches college students how to use basic research skills that are needed for gathering information and writing papers in a variety of courses as well as methods used for lifelong learning, both on and off the job. The last decade of technological development has resulted in new choices in resources for research, particularly electronic databases and Web-based information. These changes have prompted the need to update this Guide (the original was published in 1986), which is designed for writers and researchers (including college students) who are using either print or electronic resources and need to document those resources. The guidelines and recommendations of major authorities in research have been integrated in this updated Guide. The Guide is divided into the following parts: (1) Introduction to Writing Research Papers; (2) Writing the Text of the Research Paper; (3) Resources for Research; (4) Evaluation and Selection of Resources; (5) Giving Credit to Avoid Plagiarism; (6) Documenting a Paper: When and How; (7) Evaluation Checklist for Final Copy; (8) American Psychological Association (APA) Style; (9) Council of Biology Editors (CBE) Style; and (10) Modern Language Association (MLA) Style. (Contains 28 references. An appendix describes 2 kinds of abstracts and annotated bibliographies, and presents an example of an annotation.) (NKA)

ED 462 685 CS 217 760

Gilbert, Judy B.
Clear Speech from the Start: Basic Pronunciation and Listening Comprehension in North American English. Student's Book.
PUB DATE- 01
NOTE- 133p.; Audio cassettes, audio compact discs, an audio sampler, and a teacher's resource book are also available in the "Clear Speech from the Start" series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *English (Second Language); Independent Study; *Listening Comprehension; *North American English; *Pronunciation; *Pronunciation Instruction; Standard Spoken Usage; Student Needs
IDENTIFIERS- Nonnative Speakers

This book is designed to give beginning students immediate help with English pronunciation. The book concentrates on topics, such as rhythm, intonation, and sounds as grammar cues, that will make the biggest difference in students' ability to understand and communicate with others. With its graphics-based approach, the book makes it possible to teach beginning students the essentials of English pronunciation without relying on verbal explanations. The book has the following key features: it uses simple vocabulary, short sentences, and visual cues that make the material accessible to beginners; it

Praetorius, Pete
Professional and Technical Communication: The Humanities Degree for the 21st-Century.
PUB DATE- 02
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Education; *Degrees (Academic); Higher Education; *Humanities; *Technical Writing
IDENTIFIERS- Analytical Reasoning; *Professional Communication; *Technical Communication; University of Montana

Although a degree in Professional and Technical Communication (PTC) is a "practical" degree, its hands-on nature does not preclude it from providing students with a sound liberal education. For one educator, those who major in professional/technical communication are better prepared to fill many of the jobs that are currently going to students majoring in traditional humanities programs. Unless traditional humanities majors wish to pursue a career in academia, many of them would be better served by the more user-centered PTC degree, "user-centered" meaning that students learn how to produce material--documents, Web pages, videos, interactive CDs and DVDs--for people who need to accomplish a task or learn more to make an informed decision. Technical communication can be seen as a hybrid form created from that traditional user-centered discipline called rhetoric and new technologies. Like their counterparts in humanities programs, PTC majors leave college with a sound education in writing and analytical thinking--two attributes that employers value highly. When PTC majors take philosophy and history classes in their own department they learn how technologies such as computers have influenced people's lives or how environmental degradation from mining has long term social consequences. Rather than a degree that trains students to be specialists in a particular software tool or documentation method, the PTC degree educates students in a broad appreciation of how to make difficult concepts or equipment understandable. The PTC degree trains students in the fine art of flexibility. (NKA)

ED 462 706 CS 510 773

Hoogeveen, Jeffrey L.
The Progressive Faculty/Student Alliance of 1969/1970 and the Recent History of Lincoln University's Writing Program.
PUB DATE- 02
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Colleges; *Discourse Communities; *Educational Environment; Educational History; Higher Education; *Political Issues; Student Attitudes; Teacher Attitudes; *Writing Instruction
IDENTIFIERS- *African Americans; Classical Rhetoric; Dialogic Communication; Lincoln University PA; Literary Canon; Program

PUB DATE- 98
NOTE- 14p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; Family Literacy; *Parent Participation; *Parent Student Relationship; *Parents as Teachers; *Reading Aloud to Others; Reading Habits; Reading Interests

By encouraging, supporting, and nurturing a young child's development, parents can make their child's first learning experiences pleasant and fruitful. As the child's most important teacher, parents can help their children make a smooth transition from home to school. If parents trust their instincts, remain patient, and provide plenty of encouragement, they can make learning to read adventurous and fun. Research shows that the most important thing parents and caregivers can do to help their children succeed in school is to read aloud to them every day. Suggestions for exploring reading around the house include: keep reading materials in the house; tape label names on objects; show children how people use reading and writing in daily events; work on a home computer; point out signs, labels, and logos outside the home; and visit libraries, bookstores and newsstands. Suggestions for making reading a vital part of daily activities are: keep a library in the child's room; select a special reading place; and familiarize yourself with the book before reading it. Reading aloud to children, exploring books, and reading together are the most important gifts parents can give. (RS)

ED 462 727 CS 510 825

Fielding, Elizabeth N.
Understanding Your Child's Learning Differences = Entienda como aprende su hijo.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Processes; *Cognitive Style; Elementary Education; *Learning Modalities; Learning Strategies; *Parent Participation; *Parent Student Relationship

Children who are bright and hard-working, yet find school a struggle, or children who can discuss things they have learned but whose written work is of surprisingly poor quality, might have learning differences that are hindering them from reaching their full potential. Some children are visual learners, others are auditory learners, and others are kinesthetic learners. One area of difficulty for many children is paying attention in class. Children with attention problems might benefit from: setting up a homework area that matches the child's needs; schedule the child's work into 10-minute installments; and behavior modification techniques. Parents might assist their child in dealing with problems of organization by: helping organize a workspace; explicitly teaching how to organize things; assigning colors to the child's school subjects; and creating an assignment book. By working together, parents and centralized institutions designed to facilitate the delivery of educational services to groups that possess constitutionally protected educational rights, and the other driven by markets that provide local educational services at public expense. (Contains 23 references and 8 figures.) (RT)

ED 462 747 EA 031 559

Brown, Celia; Belfield, Clive R.
The Relationship between Private Schooling and Earnings: A Review of the Evidence for the US and the UK. Occasional Paper.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; Foreign Countries; *Private Schools; *Public Schools; *Salaries; Statistical Surveys
IDENTIFIERS- *United Kingdom; *United States

Despite the strategic importance of the private-school sector to education policy reform, and a general belief in the superiority of private schools, there is very little evidence on the relative effects of such schooling in comparison with public schools. This paper reviews the current evidence in the United States and United Kingdom on the relationship between private-school attendance and earnings. The effects of private schooling on future earning are important for the equity and efficiency of education systems, arguably more so than any effects on test scores. Yet, the review uncovers only 4 studies of this relationship for the United States, and 11 studies for the United Kingdom. They show a reasonably robust correlation between higher earnings and private schooling, but a summary explanation of the private-school earnings premium cannot be easily identified. The available evidence varies across estimation techniques, and probably fails to include the full set of direct and indirect effects of private schooling on earnings. However, the rate of return to investment in private schooling in comparison with public schooling is calculated from simulations of the earnings premium. This rate of return, which includes the direct and indirect effects of private schooling, is modest, at around 3 percent for the United States and 5 percent for the United Kingdom. (Contains 40 references.) (Author/RT)

ED 462 748 EA 031 560

Belfield, Clive R.; Levin, Henry M.
The Economics of Education on Judgment Day. Occasional Paper.
PUB DATE- 01
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Court Litigation; *Educational Economics; Elementary Secondary Education; Policy Formation; State Courts
IDENTIFIERS- New York

As an applied discipline based on evidence and guided by economic principles, the ultimate aims of the economics of education should be to influence outside opinion and shape policy. In a major court case based heavily on the economics of education, it can be seen how this knowledge base was interpreted by the New York Supreme Court on public-school funding in "Campaign

This final report describes accomplishments and activities of a 3-year federally funded project of the University of Maine to develop and deliver a graduate Master's degree program in early intervention for infants and young children with low incidence disabilities. A curriculum was designed to prepare professionals to provide culturally relevant, family-centered, inclusive, interdisciplinary services. To make the coursework accessible to professionals practicing in rural areas, classes were offered through a combination of weekend classes, interactive video conferencing, intensive summer institutes, and on-site and online supervision and advisement. Each student also completed two semesters of practica and a graduate project. Students were expected to demonstrate competencies in nine areas with assessment via formative evaluation, formal evaluation at the end of each semester, and portfolio evaluation. Project challenges included student attrition (from 31 to 18), geography and weather conditions, use of alternate scheduling formats, and technological difficulties. Curriculum materials comprise the major portion of the document and include a table of course sequence and course descriptions, course syllabi, forms for evaluating program competencies, a low incidence disability knowledge and skills checklist, and the agenda of a project forum on professional development in early intervention. The REIS/LID Student Guide gives an overview of the REIS/LID program, summarizing the curriculum certification, competencies, course descriptions, degree options, graduate projects, portfolios, practica, stipends, and tuition. (DB)

ED 462 769 EC 308 831

California Confederation on Inclusive Education. Statewide Systems Change Project Final Report, 1995-2001.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 450p.; Project Co-Directors: Ann T. Halvorsen and Deborah Twelt-Hull. Videotape "Restructuring for All the Kids" is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Change Strategies; *Cooperative Programs; *Educational Change; Educational Policy; Elementary Secondary Education; *Inclusive Schools; Policy Formation; Professional Development; School Districts; *Severe Disabilities; State Departments of Education; *State Programs; State Universities; Systems Approach
IDENTIFIERS- *California

This final report describes the accomplishments and activities of a 5-year federally funded California systems change project supporting the development and replication of inclusive schools as part of the state's movement to provide the least restrictive educational environment for all students with severe disabilities. The project was a cooperative effort of several California State Universities, the California Department of Education and 15 school districts. The report begins with an examination of the context of education in the state in 1995 and moves to a descriptive narrative of the overall project goals and of specific tasks and objectives followed by a report of accomplishments related to each task. State and local level accomplishments at 43 sites are specified and include participation in the State Improvement Grant,

Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Accommodations (Disabilities); Academic Standards; Curriculum; *Disabilities; Educational Strategies; Enrichment Activities; *European History; Inclusive Schools; Instructional Materials; Latin American History; Secondary Education; Social Studies; Teaching Guides; *Teaching Methods; Textbooks; Units of Study; World Affairs; *World History; World War I; World War II
IDENTIFIERS- *Florida; Holocaust; Russia

This teacher's guide and student guide unit contains supplemental readings, activities, and methods adapted for secondary students who have disabilities and other students with diverse learning needs. The materials differ from standard textbooks and workbooks in several ways: simplified text; smaller units of study; reduced vocabulary level; increased frequency of drill and practice; concise directions; and presentation of skills in small, sequential steps. The unit focuses on world history and correlates to Florida's Sunshine State Standards. It is divided into the following 12 units of study that correspond to identified social studies strands: (1) the Industrial Revolution; (2) major events and achievements of the 19th century; (3) imperialism; (4) World War I and aftermath; (5) the Russian Revolution and the Soviet regime; (6) the world between the wars; (7) Fascist dictators; (8) buildup and events of World War II; (9) the Cold War and postwar period of Europe; (10) Asia; (11) the Middle East, Africa, and Latin America; and the (12) fall of the Soviet Union. For each unit, the guide includes a description of the unit's content and describes the focus, provides suggestions for enrichment, and contains an assessment to measure student performance. Appendices in the teacher's guide include recommended instructional strategies and teaching suggestions. Appendices in the student guide include excerpts from Nazi war criminal and Holocaust survivor testimonials. (Contains 112 references.) (CR)

ED 462 786 EC 308 850

Heacox, Diane
Differentiating Instruction "in the Regular" Classroom: How To Reach and Teach All Learners, Grades 3-12.
PUB DATE- 02
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Curriculum Design; *Curriculum Development; Data Collection; *Disabilities; Elementary Secondary Education; *Gifted; *Grading; *Grouping (Instructional Purposes); Inclusive Schools; *Student Centered Curriculum; Student Evaluation; Student Needs; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Curriculum Differentiation

This book provides a wide variety of strategies for differentiating instruction for students in grades 3-12. Chapter 1 presents an overview of differentiated content, process, and product, and the role of the teacher in a differentiated classroom. Chapter 2 focuses on the first step of differentiation: gathering information about students. Chapter 3 guides educators through the process of writing not presented in the student workbook. Most units include a "Ready" activity to use as a pre-test and preview, "Remember" vocabulary words, and "Record," "Review," "Replay," and "Reflect" activities to encourage practice, thinking, and discussion. Also provided in the teacher's guide are unit objectives, suggestions for teaching, quizzes, and answer keys. Units included in the guide and workbook are: (1) "Self-Esteem: Caring for Yourself"; (2) "Connections: Living Well with Others"; (3) "Stress: Finding the Balance"; (4) "Nutrition: Food for Life"; (5) "Drugs: Uses and Misuses"; (6) "First Aid: Emergency Care"; (7) "Consumerism: Using Money Wisely"; (8) "Puberty: Maturing into Adulthood"; (9) The Reproductive System: Producing Life"; and (10) "Sexually Transmitted Diseases". Appendices in the teacher's guide include correlations to Florida student performance standards, lists of multimedia sources, and a list of federal and Florida help agencies. The student workbook contains vocabulary, an explanation of the content, and practice exercises designed to evaluate comprehension. (Contains 32 references.) (DB)

ED 462 802   EC 308 677

Broussard, Lee Ann; Goldstein, Jeren; Walford, Sylvia B.
Personal Fitness. Teacher's Guide and Student Workbook . Revised Edition. Parallel Alternative Strategies for Students (PASS).
PUB DATE- 01
NOTE- 437p.; Teacher's guide "with Addendum: Correlations to Sunshine State Standards." Course No. 1501300. Student workbook revised edition, 1999. Developed by the Leon County Schools Exceptional Student Education Department through the Curriculum Improvement Project. Funded under the Individuals with Disabilities Education Act, Part B.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adapted Physical Education; Body Composition; Consumer Education; *Health Education; *Mild Disabilities; Muscular Strength; *Physical Fitness; Secondary Education; Special Needs Students; Teaching Guides
IDENTIFIERS- *Florida

This teacher's guide and student workbook are part of a series of supplementary curriculum packages of alternative methods and activities designed to meet the needs of Florida secondary students with mild disabilities or other special learning needs. Content is based on the Florida Curriculum Frameworks and correlates to the Sunshine State Standards. The Personal Fitness PASS (Parallel Alternative Strategies for Students) teacher's guide presents seven units concerned with various health and fitness topics. Each unit includes a vocabulary list, an introduction to the topic, facts and fallacies, content presented in words and graphics, exercises, quizzes, and answer keys in the teacher's guide. A final examination is also included. The following units are explored in both texts: (1) "Physical Fitness"; (2) "Body Composition and Nutrition"; (3) "Flexibility"; (4) "Muscular Fitness"; (5) "Cardiovascular Fitness"; (6) "Consumer Health Issues"; and (7) "Personal Health Program." Appendices to the teacher's guide include correlations to Florida student performance standards and lists of multimedia sources and Federal and Florida health agencies. The student workbook contains vocabulary, an explanation of the content, and practice exercises designed to evaluate

Assessment Committee.
LANGUAGE- English
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Facilities Improvement; Elementary Secondary Education; *Facility Inventory; Facility Requirements; *Needs Assessment; *School Buildings; School Expansion; School Space; *School Surveys; Schools; State Surveys
IDENTIFIERS- *Idaho

Legislation enacted in 1991 called for a comprehensive assessment of Idaho school facilities and established the Statewide School Facilities Needs Assessment Committee. This resulting report identifies the nature and extent of Idaho school facility needs. The assessment included an inventory of all school facilities used for instruction; an inventory of technology used by the schools; and an assessment of the physical condition of the schools, including suitability for educational purposes, ability to accommodate new technology, accessibility, and adaptability for alternative and non-traditional uses. In addition, the assessment calculated the capacity of existing permanent school buildings relative to current and projected enrollment using conservative but realistic space-use criteria. Cost estimates were prepared covering repair, renovation, and modernization of existing buildings; adaptation of buildings to effectively use new technology; and provision of additional space to appropriately house existing enrollment. Future enrollment in Idaho schools was also forecast to provide an indication of the extent of future facility needs. In accomplishing the assessment, the Committee developed a comprehensive database of information which was provided to the Department of Education for its maintenance and continuing use, along with a computer model to estimate space needs. (Eleven appendices, which constitute the majority of the document, contain assessment-related materials.) (EV)

ED 462 822 EF 006 038

Recommended Best Practices for Mold Investigations in Minnesota Schools.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; Child Safety; *Cleaning; Elementary Secondary Education; Hazardous Materials; School Maintenance; *School Safety
IDENTIFIERS- Minnesota; *Molds (Biology)

The Minnesota Department of Health developed this guidance at the request of the Minnesota Department of Children, Families and Learning. The goal of the document is to assist school district staff of Minnesota public schools in responding to problems related to indoor mold. Its focus is on practical, cost-effective methods to identify indoor mold problems and assess the causes. A key message of the document is that from a health perspective schools should rarely, if ever, need to have mold testing performed in their initial investigation of a mold problem; rather, the main objective of any mold investigation should be to locate sites of indoor mold growth and determine how to best control the underlying moisture problem and remove the contamination. The document does not provide comprehensive global language; the language teacher's peer support group; cross-age peer tutoring in an English as a Foreign Language writing class; video production to enhance language learning; and a four-step approach for improved syllabus design coherence. (SM)

ED 462 842 FL 027 181

Cornberg, David
The Insertion of Language: A Study of Relationships between Early Exposure to English and Later Achievement in Learning English as a Second Language.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Bringing Language to Life Conference (Taiwan, June 5, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Age Differences; College Students; *English (Second Language); Foreign Countries; Higher Education; Idioms; *Language Proficiency; *Oral Language; Second Language Learning; *Written Language
IDENTIFIERS- Taiwan

This study examined first exposures to oral and written English from ages 1-16 years, surveying 212 Ming Chuan University (Taiwan) students. The survey asked about the language spoken at home; age at and context of hearing, reading, writing, and speaking the first English word; experiences with conversations in English; and problems learning English. Data analysis found only a slight difference between the later English achievement of students who heard their first English word at the age of 6 years or younger and those who heard their first English word at the age of 12 years or older. These results suggest the existence of compulsory and customary patterns across all kinds of English learning situations in Taiwan. These patterns are largely non-idiomatic and replete with many common errors in using prepositions, articles, verb tenses, and pronouns. They resist teaching efforts aimed at promoting idiomatic English. In speech especially, the compulsory and customary tend to overwhelm the possibility of authentic dialogue in which idiomatic English could be learned. Two appendixes present the survey and the first English words remembered by respondents, listed in order of frequency. (Contains 18 tables.) (SM)

ED 462 843 FL 027 182

Trudgill, Peter
Sociolinguistic Variation and Change.
PUB DATE- 02
NOTE- 197p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Dialects; Creoles; Foreign Countries; *Language Maintenance; *Language Variation; Pidgins; *Regional Dialects
IDENTIFIERS- Europe; Greece; Language Contact; Nova Scotia; United Kingdom; United States (Northeast)

This book examines linguistic variation and change. Section 1, "Sociohistorical Linguistics," includes: (1) "British usefulness. The teacher is responsible for creating real communicative situations in the classroom and concentrating on content rather than form. Task-based learning lets students experiment and find solutions to problems on their own. This requires a learner-oriented lesson organization. (SM)

ED 462 864 FL 027 205

Heining-Boynton, Audrey L.
FLES Program Evaluation Inventory for FLES Teachers, Classroom Teachers, Children, Principals and Administrators, Parents.
PUB DATE- 89
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *FLES; Language Teachers; *Program Evaluation; Second Language Instruction

This packet contains the FLES (Foreign Language in the Elementary School) Program Evaluation Inventory (FPEI), which provides teachers and administrators with diagnostic information concerning their elementary school foreign language program. The inventory consists of five different forms: the FPEI for FLES Teachers, the FPEI for Classroom Teachers, the FPEI for Children, the FPEI for Principals and Administrators, and the FPEI for Parents. FPEI administrators are instructed to duplicate the number of evaluations necessary, number the forms of each category consecutively in the upper right hand corner, send with the FPEI a brief cover letter explaining why the FLES program is being evaluated and how the data collected will be used, and provide an addressed, stamped envelope for return of the FPEI. A sample cover sheet for organization of FPEI evaluation is included. (SM)

ED 462 865 FL 027 206

Sjolie, Dennis
U.S. Culture: What You Need To Know To Survive.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Awareness; *English (Second Language); Higher Education; Immigrants; Mass Media; *Newspapers; *Periodicals; Popular Culture; *Printed Materials; Second Language Learning

This paper addresses the issue of encouraging students to read and experience culture first hand, rather than read about culture as defined by or channeled through textbooks. Students new to the United States learn about the culture through a variety of publications: "Sun," "The National Enquirer," "People Weekly," "Newsweek," and "Time." Utilizing this series of print media, students touch the pulse of mainstream U.S. culture and understand that a large percentage of U.S. citizens believe "first hand accounts" of UFO abductions, "learn about the future" through fortune tellers, and discover what their favorite Hollywood celebrities eat for breakfast. Likewise, students learn how a large percentage of U.S. citizens focus on world events, global political situations, and hard news that bears consequence to all. As the broad and varied aspects of U.S. culture reveal themselves to students, follow-up nearly equal, although for approximately 45% of all survey statements, off-campus students provided higher mean ratings than on-campus students. For approximately 55% of all statements, on-campus students provided higher mean ratings. Results support the assumption that the university needed to initiate activities to increase access to the university's technology-based information resource infrastructure for off-campus students. (Contains 8 tables and 15 references.) (SLD)

ED 462 888   HE 034 709

Conrad, Clifton F., Ed.; Haworth, Jennifer Grant, Ed.; Lattuca, Lisa R., Ed.
Expanding Perspectives: Qualitative Research in Higher Education. Second Edition. ASHE Reader Series.
PUB DATE- 01
NOTE- 714p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Ethnography; *Higher Education; *Participant Observation; *Qualitative Research; *Research Methodology

Chapters in this volume provide an introduction to qualitative research in higher education, organizing the discussion around four central themes. Part 1, Situating Ourselves and Our Inquiry, contains: (1) Objectivity in Educational Research (Elliot Eisner); (2) Truth in Trouble (Kenneth Gergen); (3) Beyond Translation: Truth and Rigoberta Menchu (William G. Tierney); (4) The Role of Theory in the Research Process (Margaret LeCompte and Judith Preissle); (5) Competing Paradigms in Qualitative Research (Egon G. Guba and Yvonna S. Lincoln; (6) Using Alternative Paradigms: Four Case Studies (John H. Milam, Jr.); (7) Introduction: Feminist Research Methods (Joyce McCarl Nielsen); (8) Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought (Patricia Hill Collins); and (9) Research as Praxis (Patti Lather). Part 2, Preparing for the Field: Choosing Research Strategies, contains: (10) Ethnographic Research in Education (Harry F. Wolcott); (11) Critical Ethnography in Education: Origins, Current Status, and New Directions (Gary L. Anderson); (12) Case Studies as Qualitative Research (Sharan B. Merriam); (13) A Positioned Subject Approach to Inquiry (Clifton Conrad, Jennifer Grant Haworth, and Susan Bolyard Millar); (14) A Phenomenological Approach (Loren Barritt, Hans Bleeker, Ton Beekman, and Karel Mulderij); (15) Taking Narrative Seriously: Consequences for Method and Theory in Interview Studies (Susan E. Chase); (16) The Life Story (Jeff Todd Titon); (17) Grounded Theory: An Alternative Approach to Research in Higher Education (Clifton F. Conrad); (18) Guiding Principles for Participatory Action Research (Robin McTaggart); (19) Conducting Research on Practice (Virginia Richardson); (20) Standards of Quality and Verification (John Creswell); (21) Understanding and Validity in Qualitative Research (Joseph A. Maxwell); (22) Strategies of Multiple Triangulation (Norman Denzin); (23) Increasing the Generalizability of Qualitative Research (Janet Ward Schofield); (24) Issues of Validity in Openly Ideological Research: Between a Rock and a Soft Place" (Patti Lather); (25) Common Problems in Field Work: A Personal Essay (Annette Lareau); (26) Being There: Developing Understanding through Participant Observation (Corinne Glesne); (27) Doing (Margot Ely, with Margaret Anzul, Teri Friedman, Diane Garner, and Ann McCormack Steinmetz); (28) The Interview Situation (Steinar Kvale); (29) Document Analysis (Elizabeth J. Whitt); (30) In identified their overall aims and described how the money will be spent. Part 1 of this guide looks at the development of effective HR strategies, including processes, priorities, resource allocation, and target setting. Part 2 focuses on the six priority areas identified in an earlier document (HEFCE 01/16): (1) recruitment and retention; (2) staff training and development; (3) equal opportunities; (4) regular reviews of staffing needs; (5) annual performance reviews for all staff; and (6) action to tackle poor performance. Attachments (annexes) discuss specific areas that HR strategies would cover and present a self-evaluation questionnaire. (SLD)

ED 462 909 IR 021 045

Matthew, Kathryn I.; Lowe, Joy L.
Neal-Schuman Guide to Recommended Children's Books and Media for Use with Every Elementary Subject.
PUB DATE- 02
NOTE- 407p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; *Educational Media; *Educational Resources; *Elementary Education; Nonprint Media; Printed Materials; Publications; Reading Material Selection; Reading Materials; School Libraries

This resource guide is intended to help teachers and librarians integrate the best of a broad range of children's literature into the excitement of everyday learning. The guide contains annotations for contemporary children's books, videos, CD-ROMs and related media, as well as presenting inventive ideas for exploring them. An introduction provides information on meeting the needs of individual students, making personal connections, extending learning, and responding to literature through writing, discussing, questioning, and exploring. Also included is information on selecting materials and general suggestions for using children's literature routinely as learning resources. Eight major subject areas are: each chapter: mathematics, science, language arts, social studies, physical education, health, art, and music. Each chapter begins with a brief overview of the concepts included in the curricular area, and the current subject area content standards for each are assembled. The eight chapters are subdivided into subtopics and include by book and media annotations and suggested ideas for exploring the texts. The annotations are arranged by grade level and are followed by suggested explorations for related books and media and general ideas for using other materials on the same topic. The chapters conclude with lists of teacher resources including books, professional organizations, and Internet sites. The appendix contains a comprehensive listing of teacher and librarian resources including journals, professional organizations, and Internet sites as well as media sources such as videotapes, audio books, and software. (Contains subject and full title/author indexes.) (AEF)

ED 462 910 IR 021 064

Crawford, Caroline M.
Rubrics: Models of Evaluation within a Constructivist Learning Environment.

Whole School Approach" (Grant Ramsay); "Cross-Country Conversations: Techniques for Facilitating Web-Based Collaboration" (Julie Reinhart, Joe Slowinski, and Tiffany Anderson); "Fostering Girls' Computer Literacy through Laptop Learning: Can Mobile Computers Help To Level Out the Gender Difference?" (Heike Schaumburg); "Commonalities in Educational Technology Policy Initiatives among Nations" (James Schnitz); "Building Awareness of Text Structure through Technology" (Edith A. Slaton); "Assessing New IT Workers: Adult Women and Underrepresented Minorities" (Karen Spahn); "Constructionism as a High-Tech Intervention Strategy for At-Risk Learners" (Gary S. Stager); "The Evolving Role of School-Based Technology Coordinators in Elementary Programs" (Neal Strudler, Christy Falba, and Doug Hearrington); "Building Positive Attitudes among Geographically-Diverse Students: The Project I-57 Experience" (Paul A. Sundberg); "A Model for Pedagogical and Curricula Transformation with Technology" (David R. Wetzel); and "A Picture of Change in Technology-Rich K8 Classrooms" (Keith Wetzel, Ron Zambo, Ray Buss, and Helen Padgett). Post-conference presenter handouts and the conference program are also included. (MES)

ED 462 930 IR 021 088

Burge, Kimberly Bisbee
UCI Computer Arts: Building Gender Equity while Meeting ISTE NETS.
PUB DATE- 01
NOTE- 9p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Computer Assisted Instruction; Constructivism (Learning); *Cooperative Learning; *Educational Technology; Females; *Instructional Design; Intermediate Grades; Learning Activities; Males; *Multimedia Instruction; *Sex Differences
IDENTIFIERS- *Gender Gap; International Society for Technology in Education; Technology Utilization; University of California Irvine

Multimedia computer learning activities, when designed according to what is known about children's preferences, may help close the gender gap in attitudes about computer usage in schools. This paper includes: a brief overview of gender-gap research; a description of one response--the UCI (University of California Irvine) Computer Arts program, aligned with ISTE (International Society for Technology in Education) NETS (National Educational Technology Standards for Students); and dissertation research--410 coded observations of 76 4th and 5th grade students over six weeks while they worked in same and mixed sex pairs on multimedia learning activities. The study revealed that females were as active, if not more so than males, when they were involved in constructivist, cooperative, curriculum based, multimedia learning activities, and both groups were more active in same-sex pairings. (Contains 37 references.) (Author/MES)

ED 462 931 IR 021 089

Donohue, Patricia J.; Kelley-Lowe, Mary Beth; Hoover, John J.
From Mythology to Technology: Sisyphus Makes the Leap To Learn.
PUB DATE- 01

Strudler, Neal; Falba, Christy; Hearrington, Doug
The Evolving Role of School-Based Technology Coordinators in Elementary Programs.
PUB DATE- 01
NOTE- 11p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Coordinators; *Educational Technology; Elementary Education; Elementary Schools; Faculty Development; Interviews; *Role; Surveys; *Technology Integration; *Technology Planning
IDENTIFIERS- Clark County School District NV; *Technology Coordinators; Technology Implementation

In 1997, the Clark County School District (CCSD) in Las Vegas (Nevada) approved a plan to provide released-time coordinators to facilitate technology integration in all of its K-12 schools. This paper documents the implementation of that plan in CCSD's elementary school programs. Data were gathered through surveys and interviews of the Educational Computer Strategists (ECSs). Questions addressed included: (1) How much time do ECSs spend performing the various functions of their role, and how much time would they like to spend performing these functions? (2) How effective do ECSs feel in performing their role? (3) What are the perceived obstacles to greater integration of technology into the curricula? (4) What are the intended and actual accomplishments resulting from the ECSs work? (5) What recommendations do ECSs have for the effective implementation of their role? (6) What factors led to some ECS's failure to return to their position? and (7) How should the ECS role evolve in the coming years? (Contains 16 references.) (MES)

ED 462 951 IR 021 109

Sundberg, Paul A.
Building Positive Attitudes among Geographically-Diverse Students: The Project ISH57 Experience.
PUB DATE- 01
NOTE- 12p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; Cooperative Learning; *Educational Technology; High Schools; Higher Education; *Intergroup Education; Internet; Middle Schools; *Partnerships in Education; *Student Attitudes
IDENTIFIERS- University of Illinois Urbana Champaign

This paper is a study of computer-mediated intergroup contact within Project I-57, a larger educational technology project conducted during the 1998-99 school year. Participating institutions were five middle and high schools in three distinctive geographic/cultural regions along north-south Illinois highway I-57: the Chicago area, the central farm belt, and southern Illinois. The students varied not only geographically, but also socially by community size, ethnic make-up, and age. The Department of Educational Psychology at the University of Illinois (Urbana-Champaign) served as one intensive, and otherwise unaffordable educational and training experiences. The overarching recommendation is that the Federal government set as a national priority the effective integration of information technology with education and training. This must be at the core of any far-reaching education initiative. Four subordinate recommendations urge that the Federal government: establish and coordinate a major research initiative for information technology in education and training, including learning technologies and sciences, information technologies for education and training, and requirements for learning and teaching information technology fluency; establish focused government-industry-foundation partnerships to aggressively pursue the information technology research program; develop programs that enable educators and related professionals to use information technology effectively; and work with industry and academic to develop technical standards for extendable component-based technologies and infrastructures that can be widely used in online education and training. A list of workshop participants is appended. (AEF)

ED 462 970 IR 021 130

Transforming Access to Government through Information Technology. Report to the President.
PUB DATE- 00
NOTE- 33p.; Produced by President's Information Technology Advisory Committee, Panel on Transforming Government. NCO's previous name as National Coordination Office for Computing, Information, and Communications.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Computer Oriented Programs; Electronic Text; *Government Publications; Information Sources; *Information Technology; Organizational Development; Program Development; Research and Development
IDENTIFIERS- United States

This is one in a series of reports to the President and Congress developed by the President's Information Technology Advisory Committee (PITAC) on key contemporary issues in information technology. This report highlights findings and recommendations on how the government can provide leadership by solving key information technology challenges, improving public access to Federal resources, and re-engineering and simplifying internal and external government transactions. Three findings are identified that focus on: technological barriers to citizen access; information technology for organizational efficiency; and structural impediments for Federal CIOs. The report offers three key recommendations: establish a coordinated research program that addresses Federal e-government requirements; create an Office of Management and Budget (OMB) Office for Electronic Government and a Government Information Technology Innovation Program to promote, lead, and coordinate Federal efforts to improve citizens' access to government information and improve government processes; and establish pilot projects focused on connecting near-, mid-, and long-term Federal efforts. (AEF)

ED 462 971 IR 021 131

Networking and Information Technology Research and Development. Supplement to the President's Budget for FY 2002.
PUB DATE- 01
NOTE- 55p.; A Report by the Interagency Working Group on

This document discusses the South Plains College Teaching and Learning Center (TLC), an academic support service that provides reading and learning development courses, collegiate instruction, peer tutoring, computer-aided instruction, independent-study opportunities, learning assessments, and workshops and seminars to students before they enroll at the college level. Statistics for the 2000-2001 academic year include: (1) 5,443 students were served by the TLC, compared with 4,715 in the previous year; (2) there were eight full-time employees and four part-time faculty members working for the TLC; (3) the areas of PC Lab, Freshman Orientation, Peer Tutoring, and Academic Counseling all saw an increase in the number of contacts provided to students; (4) overall, there was a 19% increase in enrollment in reading courses and a 17% increase in human development course enrollment from 1999 to 2000; (5) tutors provided 397 individual students with 2,268 tutoring sessions (an increase in both the numbers of students tutored and number of sessions provided); (6) the completion percentage for reading courses was 78%, compared with 76% in 1999 and 66% in 1998; and (7) total retention rates for students completing specific exit-level reading courses was 75%, compared with 73% the previous year. Course completion, retention, and grade distributions are all presented in tables. Operational strategies and items regarding sustaining excellence are listed. (CJW)

ED 462 988   JC 020 032

Building on Strength. Final Report of the 1999 SIAST Committee of Review.
PUB DATE- 00
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; *Educational Assessment; Educational Improvement; *Educational Technology; Foreign Countries; Futures (of Society); *Institutional Mission; *Job Training; *Labor Force Development; Organizational Objectives; Two Year Colleges
IDENTIFIERS- *Saskatchewan Institute of Applied Sci and Techn

This 1999 report focuses on how well the Saskatchewan Institute of Applied Science and Technology (SIAST) is positioned to meet future challenges, and what changes are needed for SIAST to continue effectively responding to the needs of Saskatchewan students and the labor market. The review focuses on future trends and developments that are shaping the environment in which SIAST operates and the institutional expectations of learners, employers, and communities. Included in these trends and expectations are pressures to expand SIAST's programs and training opportunities to accommodate learners with diverse needs, and satisfy the increasingly complex skills requirements for employment. The review committee concluded that a number of changes initiated by SIAST, such as its new provincial organizational structure and the introduction of plans for technology-enhanced learning and curriculum renewal, are important steps for SIAST in continuing to fulfill its role as the province's leading agency for technical education and training. Priority recommendations include increasing access to education and training, increasing participation and success for Aboriginal students, increasing the use of technology to enhance learning, and improving responsiveness to the needs of students and Saskatchewan's labor market. (Contains 11 tables, 31 references, and 2 appendices.) (KP)

DESCRIPTORS- *Community Colleges; Educational Finance; *Educational Technology; *Institutional Mission; *Job Training; Labor Force Development; *Organizational Objectives; Partnerships in Education; School Business Relationship; Technical Education; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

This report offers an economic overview of Washington's information technology (IT) industry, stating that between 1990 and 1997 the state added 36,000 IT jobs and moved the state from 21st to 16th nationally in high-tech employment rankings. Washington also took the lead in high technology salaries, with an average wage of $81,000 in 1997. Furthermore, enrollments in IT increased 91% between 1995 and 1999, making IT the fastest growing area in the two-year college system. In light of these trends, this report presents recommendations and strategies for improving the quality of IT instruction and learning in the Washington State Community and Technical Colleges System (WSCTC). A committee comprised of IT industrial representatives, college presidents, and WSCTC Board members met to discuss ways to help the community college system meet IT industry needs. Four general recommendations came from the committee: (1) increase IT faculty compensation to keep up with private industry salaries and help retain quality instructors; (2) provide more professional development on IT innovations and changes to keep faculty up to date; (3) recruit and hire more IT instructors with industry experience; and (4) upgrade college facilities to improve IT capability and stay current with the IT industry. Tables with specific strategies for each recommendation are included in the report. Feedback from an IT faculty forum are also included. (MKF)

ED 463 009 JC 020 226

Conklin, Karen A.
Long-Term Follow-Up Study of 1995-96 Career Program Completers.
PUB DATE- 00
NOTE- 44p.; Cover page varies. For the 1994-95 study, see ED 444 634.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Role; Community Colleges; *Education Work Relationship; Educational Assessment; Employment; Longitudinal Studies; *Outcomes of Education; *Student Attitudes; Two Year Colleges; *Vocational Followup
IDENTIFIERS- *Johnson County Community College KS

This document is a 2000 follow-up of the long-term progress of the Johnson County Community College (JCCC) Career Program. The study targeted 377 graduates, certificate recipients, and students from 1995-96 who had completed the JCCC Career Program. Of the 377, 124 surveys were returned by mail and 168 surveys were completed via telephone interviews, giving the survey a response rate of 78%. Findings include: (1) 81% of the respondents were employed in jobs related to their focus in the JCCC career program, and 87% were working full-time; (2) respondents reported an average hourly wage of $18.12; (3) nearly 89% of the respondents expressed being satisfied with their current position; (4) more than 95% of respondents indicated that the community college had helped them reach their educational objectives and that they would recommend the Career Program to others; (5) nearly nine out of ten of the respondents rated their working conditions, level of

PUB DATE- 01
NOTE- 32p.; Volume V, Number 1.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Cost Effectiveness; Curriculum; *Education Work Relationship; Educational Needs; Employee Attitudes; *Employer Attitudes; Employer Employee Relationship; English (Second Language); Lifelong Learning; *Literacy Education; *On the Job Training; Program Development; Program Implementation; *Skill Development; Teaching Methods; Workplace Literacy

This monograph, written for persons interested in promoting company-funded workplace basic skills programs, addresses the following 13 key issues: (1) companies' rationale for investing in workers' basic skills; (2) the factors that need to be in place for a workplace basic skills program to be adopted; (3) who in the company makes the decision to fund a program; (4) the relationship to the company's philosophy on training; (5) the learning center model; (6) the role of external grants as potential seed funding sources; (7) the relevance and difficulty of showing a direct bottom line impact from a basic skills training program; (8) tailoring the program to the needs of the business and its employees; (9) long-term sustainability; (10) the pros and cons of confidentiality, scheduling and release time, and location; (11) the role of computer-based learning; (12) the curse of unmet expectations (both the company's and the employees'); (13) lifelong learning and the limitations of workplace-based programs. Recommendations are made to basic skills practitioners, companies, and policymakers; nine company-sponsored basic skills programs are profiled. (KC)

ED 462 542   CE 082 765

Smith, Andrew, Ed.
Return on Investment in Training: Research Readings.
PUB DATE- 01
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; Developed Nations; Economic Development; *Economic Impact; Educational Status Comparison; *Employer Attitudes; Employer Employee Relationship; Foreign Countries; Human Resources; Job Training; On the Job Training; *Outcomes of Education; Postsecondary Education; Private Sector; Productivity; *Program Effectiveness; Training Methods; Training Objectives
IDENTIFIERS- *Australia; High Performance Work Organizations; Impact Studies; *Return on Investment

Following an introduction ("Return on Investment in Training" by Andrew Smith) that provides an overview and a synopsis of research findings, the following five chapters of this book present the results of five research projects funded by the National Research and Evaluation Committee in Australia in 1999-2000. The first four of these projects examined the returns to enterprises of their investments in training using a variety of methodologies including case studies and surveys. The fifth project was part of a suite of work that investigated the projects. (Contains an annotated bibliography of 21 references on action research and a set of exercises that match the steps in conducting an action research project.) (KC)

ED 462 558 CE 082 945

Sommers, Dixie
The Standard Occupational Classification: Improving Information for Career and Technical Education. In Brief: Fast Facts for Policy and Practice.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Career Development; *Career Information Systems; *Codification; Employment Patterns; Employment Qualifications; *Job Analysis; *Labor Market; *Occupational Information; Occupational Surveys; *Occupations; Vocational Education
IDENTIFIERS- Career and Technical Education; O Net; Occupational Employment Statistics Program; Occupational Outlook Handbook; *Standard Occupational Classification

In order to provide more useful and timely occupational information for program development and evaluation, curriculum design, and labor market response to employer needs, the federal Office of Management and Budget has created a standard system of occupational definitions called the Standard Occupational Classification (SOC). Criteria for the SOC require that it cover all occupations in which work is performed for pay or profit; reflect the current occupation structure of the United States and be flexible enough to assimilate new occupations as they become known; and classify occupations based upon work performed, skills, education, training, licensing, and credentials. The SOC defines 821 detailed occupations, organized into a hierarchical structure that includes broad occupations and minor groups and culminates in 23 major groups. The SOC's coding system reflects this four-level hierarchy. The SOC makes several improvements over earlier occupational classifications, including providing a single standard for data collection, more detail, and combinations of similar occupations. New major resources based on the SOC are just beginning to appear. They include the Occupational Information Network (O*NET), the Occupational Employment Statistics Program, the Occupational Outlook Handbook, and state and local information resources. (KC)

ED 462 559 CE 082 953

Bottoms, Gene; Presson, Alice
Finishing the Job: Improving the Achievement of Vocational Students.
PUB DATE- 00
NOTE- 27p.; Part of the High Schools That Work (HSTW) Initiative.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Standards; Case Studies; Community Support; Course Selection (Students); Education Work Relationship; Educational Change; *Educational Improvement; *Educational Methods; Graduation Requirements;

VET in Malaysia. The barriers to improving VET in Malaysia and ways of overcoming those barriers, improving Malaysia's VET system, and furthering the professional development of VET educators were therefore explored. Best practices in school-to-work, college preparation, VET, and lifelong learning were reviewed. The following were among the 13 recommendations presented: (1) the government and private sector should maintain and expand VET in Malaysia; (2) the government should seek input from numerous stakeholders, including educators, business/industry, parents, students, and academicians, before formulating major policy decisions regarding VET; (3) the school curriculum should emphasize a balanced approach through integration of technical, employability, and generalizable skills in VET programs; (4) establishment and maintenance of quality standards for VET programs should be emphasized; (5) VET educators must receive additional professional development opportunities; (6) issues of dissatisfaction among VET educators must be addressed at all levels of government; (7) VET programs should incorporate entrepreneurship and business training; and (8) public and private sector leaders must acknowledge the importance of R&D. (Contains 27 references.) (MN)

ED 462 575 CE 082 981

Mustapha, Ramlee B.; Ali, Manisah Mohd; Bari, Safani; Amat, Salleh
Supportive and Suppressive Factors in the Improvement of Vocational Special Needs Education: A Case Study of Malaysia.
PUB DATE- 01
NOTE- 9p.; Paper presented at the International Conference on Technology and Vocational-Technical Education (Bangi, Malaysia, November 12-13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Accessibility (for Disabled); Agency Cooperation; Case Studies; Change Strategies; Civil Rights Legislation; *Disabilities; Education Work Relationship; Educational Change; *Educational Improvement; Educational Needs; Educational Objectives; Educational Policy; Employment Patterns; *Equal Opportunities (Jobs); Federal Legislation; Foreign Countries; Government School Relationship; Holistic Approach; Influences; Labor Force Development; Labor Legislation; Needs Assessment; Nongovernmental Organizations; Partnerships in Education; Performance Factors; Policy Formation; Position Papers; Postsecondary Education; *Public Policy; School Business Relationship; Secondary Educatio *Malaysia
IDENTIFIERS- *Malaysia

In the era of globalization, Malaysia's ability to remain economically competitive depends on the skills of its workforce. The policies and practices of Malaysia's vocational education system must be revised to do more to give the country's disabled citizens the training they need to find employment and become taxpayers. More concerted efforts are needed to uphold the rights of Malaysia's estimated 100,000 disabled adults, only 4,175 of whom were employed in the private sector in 1990-2001. Appropriate legislation is needed to defend the rights of special populations as outlined by United Nations resolution 3447 (Declaration on the Rights of Disabled Persons). These rights include the right to economic and social security, the right to a decent standard of living, and the right to have their special needs considered at all

Postsecondary Education; Program Effectiveness; Questionnaires; Relevance (Education); School Business Relationship; Secondary Education; Technical Institutes; Two Year Colleges; *Vocational Education

IDENTIFIERS- Australia; Contract Training; Employer Surveys; *TAFE (Australia)

In 2001, 6,821 employers across Australia were surveyed regarding their views of vocational education and training (VET). The survey was the fourth such survey since 1995. In 2001, 80% of employers of VET graduates (compared with 83% in 1995) rated their satisfaction with VET as 6 or higher on a 10-point scale. The proportion of employees at the study firms who were recent VET graduates and had received training at a technical and further education (TAFE) institute decreased from 1995, the proportion of graduates who had received training with a private provider remained stable, and the proportion with a mix of TAFE-training and training from private providers increased. Employers were generally quite or very satisfied with VET graduates' work attitudes and general and practical work skills. With regard to course delivery, employers were more likely to be satisfied with relevance of course content and less likely to be satisfied with teacher industry experience. Only one-third of employers believed that the VET system does not take employers' needs into account. Employers generally agreed that training pays for itself through increased worker productivity. (Eighty-four tables/figures are included. The following items are appended: the study methodology; standard error tables; a glossary; the survey questionnaire; a population flowchart; and a data item list.) (MN)

ED 462 592 CE 083 038

Burke, Gerald, Ed.; Reuling, Jochen, Ed.

Vocational Training and Lifelong Learning in Australia and Germany. Australia Centre Series.

PUB DATE- 02

NOTE- 221p.; Publication is based on papers presented at the Australia Centre Conference on Vocational Training and Lifelong Learning in Australia and Germany (Potsdam, Germany, May 29-31, 2000).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adjustment (to Environment); Articulation (Education); Comparative Analysis; Comparative Education; Conferences; Corporate Education; Delivery Systems; Developed Nations; Educational Attitudes; Educational Environment; *Educational Finance; Educational Needs; *Educational Policy; Employment Patterns; Employment Qualifications; Financial Support; Foreign Countries; General Education; Government School Relationship; *Lifelong Learning; Military Training; Needs Assessment; Postsecondary Education; *School Business Relationship; Teacher Attitudes; Technical Institutes; Trainers; Trend Analysis; Two Year Colleges; Universities; *Vocational Education; Youth Employment; Youth Programs

IDENTIFIERS- *Australia; *Germany; Global Economy; TAFE (Australia)

This document contains 17 papers on vocational training and lifelong learning in Australia and Germany. The following papers are included: "Vocational Training and Lifelong Learning in Australia and Germany: Background" (Gerald Burke); "Vocational Training and Lifelong Learning in Australia: Observations and Conclusions from a German Perspective" (Jochen and further education (TAFE) Graduate Destination Survey (GDS) of 60,746 students who completed a course at a TAFE institute in 1996 and staff interviews. A glossary precedes Chapter 1, which focuses on performance indicators. Chapter 2 discusses GDS measures associated with graduate satisfaction with courses and employment outcomes. Chapter 3 addresses measures of course satisfaction and examines whether graduates' ratings of courses are influenced by outcomes. Chapter 4 compares satisfaction of graduates of entry-level training courses in office skills from different TAFE institutes. Differences between satisfaction levels in different fields of study and different levels of qualification suggest comparisons of similar courses between institutes are more appropriate than comparisons of dissimilar courses within institutes. Chapter 5 presents results of interviews with staff teaching nine entry-level courses in office skills four with the highest mean satisfaction scores and five with the lowest; describes course location and content; and presents common themes staffing, assessment, recognition of prior learning, and practice firms. Chapter 6 presents conclusions. Appendixes include 10 references and description of analyses. (YLB)

ED 462 609   CE 083 064

Misko, Josie
Getting to Grips with Returns on Investment in Training. Revised.
PUB DATE- 01
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Corporate Education; *Cost Effectiveness; Developed Nations; *Educational Economics; Efficiency; Employer Attitudes; Foreign Countries; Industrial Training; Inplant Programs; *Investment; *Job Training; Labor Force Development; Models; *Staff Development; Vocational Education
IDENTIFIERS- Australia; *Return on Investment

This paper, on the returns on investment (ROI) in training, introduces some practical examples for enterprises or organizations wanting to find out whether the money they have spent or intend to spend on training is necessary. It provides strategies for researchers who would like to undertake research in this area. The paper begins by examining what is meant by ROI and then focuses on what is meant by ROI in training. It borrows from the work of specific researchers and human resource consultants who have come up with systematic models for undertaking this type of evaluation and presents these models in a simple and easy to understand format. Some models for analyzing ROI and ROI in training have been around for a long time, but the principles they demonstrate are still very relevant today. Some step-by-step methods for calculating costs and benefits and simple explanations of the various concepts that underpin calculations of a figure for ROI in training are described. An annotated bibliography contains 29 abstracts of books and journals or magazine articles that deal with ROI in training. (YLB)

ED 462 610   CE 083 065

Returns on Investment in Training. Research at a Glance.

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Adult Learning; Case Studies; Employee Attitudes; *Employer Attitudes; Employer Employee Relationship; Employment Patterns; *Employment Practices; *Family Work Relationship; Flexible Working Hours; Focus Groups; Foreign Countries; Fringe Benefits; Interviews; Job Performance; Job Satisfaction; Labor Force Development; Labor Turnover; Life Satisfaction; Life Style; Literature Reviews; Manufacturing Industry; Organizational Climate; Peer Relationship; Personnel Management; *Personnel Policy; Public Policy; Quality of Working Life; Social Science Research; Supervisor Supervisee Relationship; Supervisors; *Work Environment
IDENTIFIERS- Great Britain; Impact Studies

The current status of British policy and practice related to work-life balance was examined through case studies of six organizations identified as having well-developed work-life balance and flexible working practices. Interviews were conducted with human resource (HR) managers at all six organizations, and interviews and focus group discussions were conducted with line managers and employees at four of the organizations. Short self-completion questionnaires were administered to all participants. Of the 88 questionnaires completed, approximately two-thirds came from 1 organization. Many employees reported clearly benefiting from the flexible policies/practices offered by their organization. HR managers also generally believed that such policies/practices yielded tangible business benefits, including improved employee morale, greater employee commitment and performance, and reduced casual absence and turnover. Employers reported that, although they had made significant efforts to introduce flexible working practices, take-up among their staff had thus far been relatively low. The following factors were identified as preventing greater take-up of flexible working policies: perceived negative impact on career prospects; incompatible organizational cultures; lack of knowledge of available options; and negative impact on earnings. The study documented a need for greater support and guidance to help employees and line managers take advantage of available flexible work practices and handle unexpected problems. (Contains 25 references.) (MN)

ED 462 626   CE 083 097

Brown, Tony
Lifelong Learning: Investing in a Better Society. Policy and Funding Proposals.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Learning; Change Strategies; Community Education; Delivery Systems; Educational Change; *Educational Finance; Educational Improvement; Educational Needs; *Educational Objectives; Educational Opportunities; Educational Planning; Educational Trends; Federal Legislation; Foreign Countries; Government School Relationship; *Lifelong Learning; National Surveys; Needs Assessment; Policy Formation; Position Papers; Postsecondary Education; *Public Policy; *Social Change; State of the Art Reviews; Strategic Planning; Taxes; Trend Analysis

also often contribute to its occurrence. Depression is considered at the different stages of a woman's life, including during adolescence, childbirth, and old age. Depression is a treatable illness and interventions can include a combination of medication, herbal therapy, psychotherapy, and electroconvulsive therapy. Where to go for help is discussed and several national organizations are listed for additional information. (Contains 11 references.) (JDM)

ED 462 644 CG 031 584

Spearing, Melissa
Bipolar Disorder.
PUB DATE- 01
NOTE- 27p.; Revision and update of earlier version written by Mary Lynn Hendrix.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Biological Influences; Children; *Depression (Psychology); *Emotional Problems; Late Adolescents; Moods; Psychotherapy; *Symptoms (Individual Disorders)
IDENTIFIERS- *Manic Depression; Psychopharmacology; Suicide Ideation

Bipolar disorder, a brain disorder that causes unusual shifts in a person's mood, affects approximately one percent of the population. It commonly occurs in late adolescence and is often unrecognized. The diagnosis of bipolar disorder is made on the basis of symptoms, course of illness, and when possible, family history. Thoughts of suicide are common with this disorder. Included are descriptions of the signs of the manic episodes and the depressive episodes. The classic form the illness is called bipolar I disorder and involves recurrent episodes of mania and depression. Milder episodes of mania that alternate with depression are called bipolar II disorder. There is no single cause of this illness but rather a combination of factors produce the illness. Genetics play a role but are not the sole contributing factor. Children can develop this disorder and it is often hard to tell it apart from other disorders that affect this age group. People with bipolar disorders can lead healthy and productive lives when the illness is effectively treated. A combination of medication and psychosocial treatment is optimal for managing the disorder over time. A list of national organizations is included for further information. (Contains 26 references.) (JDM)

ED 462 645 CG 031 585

Depression Research at the National Institute of Mental Health. Fact Sheet.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biological Influences; Brain; Children; *Depression (Psychology); Females; *Mental Disorders; Outcomes of Treatment; Predictor Variables; Psychotherapy; *Research and Development; Symptoms (Individual Disorders)
IDENTIFIERS- Electroconvulsive Therapy; National Institute of Mental Health; Psychopharmacology

The National Institute of Mental Health (NIMH) is committed to reducing the burden of mental illness through research on mind, healthy. Information is also included on a training video, a workbook and unit tests that accompany the course material. (Contains 14 references.) (Author/JDM)

ED 462 665 CG 031 610

Laes, Timo; Laes, Tuula
Career Burnout and Its Relationship to Couple Burnout in Finland.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Burnout; Comparative Analysis; Cross Cultural Studies; Elementary School Teachers; Emotional Response; Employed Women; *Family Work Relationship; Foreign Countries; Helplessness; *Interpersonal Relationship; *Job Satisfaction; Marriage; Pilot Projects; *Sex Differences; Sleep
IDENTIFIERS- England; Finland (Helsinki); Hopelessness; Israel; Portugal; Spain; United States

This study is part of cross cultural research on the relationship between career and couple burnout in six countries (England, Finland, Israel, Portugal, Spain, and the USA.) This pilot study presents first results of Finnish data. Female elementary school teachers (N=56) and male students (N=70) in academic professional education completed the Couple Burnout Measure (CBM). Finnish females reported significantly higher means in both career and couple burnout than males, although all means were lower than in a combined group of American men and women. There were positive correlations between indicators of career and couple relationship stress. In the whole group there were correlations between age and feelings of helplessness and sleeping difficulties in connection to work. Negative correlations were seen in the male group between age and feelings of work related feelings of helplessness, depression, and weakness. In the female group, negative correlations exist between age and feelings of hopelessness. A slight negative correlation was noted between length of career and feelings of hopelessness in the total group. The study recommends continuing to study burnout in a larger scale with versatile measures, especially as burnout is believed to be on the increase. (Contains 5 tables and 21 references.) (Author/JDM)

ED 462 666 CG 031 612

Williams-Clay, LaTasha K.; West-Olatunji, Cirecie A.; Cooley, Susan R.
Keeping the Story Alive: Narrative in the African-American Church and Community.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the American Counseling Association (San Antonio, TX, March 15-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black History; *Blacks; Counseling; Counseling Objectives; *Counseling Techniques; Cultural Background; Cultural Traits; *Ethnography; Literature Reviews; *Personal Narratives; Resilience (Personality); Therapy

employs a new way of representing vowels that makes their pronunciation easy to learn; it uses visual representations of important concepts, such as vowel length and intonation; it illustrates with unique photos of lifelike models of the inside of the mouth; it contains "Music of English" boxes that teach students the fundamentals of English rhythm and intonation, using phrases that are especially useful for beginners; and it relies on the recycling of concepts throughout the course to build students' knowledge and confidence. The book can be used as a classroom text, for laboratory use, and for self study. (NKA)

ED 462 686 CS 217 778

Ediger, Marlow
The Language Arts and Community Service.
PUB DATE- 02
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Educational Psychology; Elementary Secondary Education; *Language Arts; *Learning Activities; Portfolio Assessment; Portfolios (Background Materials); *Service Learning; Student Development; *Student Educational Objectives; *Student Participation
IDENTIFIERS- *Community Service

Community service is excellent for students if done in proper circumstances. There should be worthwhile, carefully chosen, objectives for learner attainment. Learning opportunities need to be safe and emphasize the psychology of education. Noting that he has supervised student teachers in the public schools for 30 years, the author of this paper states that he has been cognizant of several activities participated in by students, particularly visiting and reading to nursing home residents and performing in talent shows at senior citizen centers. According to the paper, the objectives for doing service learning need to follow a definite criteria--knowledge objectives need to emphasize key facts, concepts, and generalizations, and students should have room to identify problem areas they wish to learn about. The paper also states that skills objectives should be for students to use knowledge pertaining to service learning in a life-like situation, and that functional objectives should be stressed in the curriculum. It explains that another category of objectives emphasizes the attitudinal domain, such as feelings of caring for the welfare of others, seeing the world holistically, emphasizing citizenship, stressing ethical relations, and working together harmoniously with others. The paper stresses that the psychology of learning has much to offer in developing and implementing a quality service learning curriculum and cites six instructional principles. It finds that the portfolio approach may be used to indicate learner achievement in community service and offers 10 examples of what might appear in a student's portfolio. (Contains 13 references.) (NKA)

ED 462 687 CS 217 792

Fulwiler, Toby
College Writing: A Personal Approach to Academic Writing. Third Edition.
PUB DATE- 02
NOTE- 245p.

Characteristics

Founded in 1854 as the Ashmun Institute, Lincoln University in southern Pennsylvania is the nation's oldest historically black university. Classical rhetoric and canonical literature were taught at Lincoln since its founding. Lincoln's writing program emerged fully and autonomously in 1978 and grew roughly at the same time that the discipline of "Composition" was itself becoming autonomous, and although concurrent, Lincoln's program emerged from a discourse instigated a decade before by external political events. This discourse was the 1960s civil rights struggle. This paper focuses on the events between 1969 and 1974 when the Lincoln University community became acutely aware of specific external politics, and recounts what happened on campus. The paper explains that the violent police brutality directed at African Americans in Augusta, Georgia, caused the Lincoln faculty and student body to open up a new kind of dialogue, one concerned with both internal administrative politics and larger national issues. In 1971, it states, a new writing intensive course called Freshman Humanities was launched in the wake of discussions about student writing (in)abilities. The two political threads at Lincoln, a conservative scrutiny of problematic grammar under the warning cries of "reparation standards" and the progressive alliance (faculty and students), were never mutually exclusive. The paper notes that from 1969 to 1974 a concurrent repressive attitude toward student writing began to emerge at Lincoln and in the country at large. It states that an opening or disrupture in the traditional heritage of faculty/student hierarchy, an opening which reinvigorated the university, allowed for a profound discussion about language use by African American students. (NKA)

ED 462 707 CS 510 776

Sinor, Jennifer
Adolescent Girls' Zines: Uncommon Pages and Practices.
PUB DATE- 02
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Audience Awareness; *Cultural Context; *Females; *Feminism; Student Subcultures; *Writing for Publication
IDENTIFIERS- *Personal Writing; Underground Press; *Zines

Stephen Duncombe has written one of the only book-length studies examining the phenomenon of "zines." "Note from Underground: Zines and the Politics of Alternative Culture" traces the historical rise in zine popularity beginning with fanzines of the 1930s, fueled in the 1970s by the punk movement, and reaching a height in the 1990s. In his estimation there are 10,000 zines currently in print and over 750,000 readers. The interest in this paper is in those produced by girls and young women, ages 13-21. According to the paper, as defined by Duncombe, zines are "noncommercial, nonprofessional, small circulation magazines which their creators produce, publish, and distribute by themselves." What makes a zine a zine and not a hobby, according to Duncombe, is the politics practiced by the writer. "Zinesters" set themselves in opposition to mainstream culture in terms of both form and content, and they teachers can create a consistent set of expectations in order to structure home and school environments in ways that will help children be successful. (RS)

ED 462 728 CS 510 829

Inman, Joyce O.
Ending the Turf Wars: Connecting Service-Learning and Cultural Studies Composition.
PUB DATE- 02
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activism; Comparative Analysis; Higher Education; *Service Learning; Student Participation; *Writing Instruction
IDENTIFIERS- *Community Service; Critical Pedagogy; Cultural Studies

Cultural activism--such as that promoted by cultural studies pedagogies--is often missing in both the theories and pedagogies of service learning. Ignoring the action potential inherent in cultural studies and its potential contributions to service learning may very well subvert a potentially radical and critical pedagogy into merely a trend. Cultural studies pedagogies compel students to look beyond the written page and recognize the "texts" of the everyday. Cultural studies can provide students with the heuristics necessary to write critically about their individual experiences with community service. To gain what Bruce Herzberg terms "critical consciousness," students need to understand that the services they perform are texts in action; they have historical, economic, social, and cultural positions. If students' civic actions are not viewed as texts to be analyzed, they will merely be required acts of kindness. Cultural studies does not pass itself off as a neutral pedagogy--it is based on Marxism; it requires students to move outside of their comfort zones; and it is primarily concerned with power and politics. And power and politics are at the very core of any community service action. Cultural studies and service learning both suggest the classroom as a forum for investigating the theoretical, practical, and political aspects of the information students encounter. Both pedagogies seek to "produce" students who are civic-minded rhetors. Community service writing seeks to encourage a certain kind of writer: one that can reflect on his/her own experiences; someone who can think, read, and write critically, and someone who has experience doing these things in an environment other than the classroom. To produce such writers, educators must acknowledge their intentions for their students as writers and as citizens. (NKA)

ED 462 729 CS 510 830

Hackelton, Devon
The Authority of the Teacher in the Student-Centered Classes.
PUB DATE- 02
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English

for Fiscal Equity versus The State of New York" (2001). In this highly praised ruling, known as the "DeGrasse" decision, the court drew heavily on research evidence, along with direct testimony from noted academic economists and educationalists. Yet the court also challenged this evidence and testimony on both empirical and methodological grounds. The ruling therefore reflects a considered "outside opinion," and one made by an agency--the judiciary--with substantial influence both on policy and on the views of society at large. This article reviews the economic content of the ruling, that is, what the courts think about the economics of education. It also considers whether the benefits of court-mediated policies exceed the costs, that is, whether economists should view the courts as a good way of influencing policy. (Contains 61 references.) (Author/RT)

ED 462 749 EA 031 561

Advocacy Seminar 2001 Course Book (Alexandria, Virginia, October 25-27, 2001).
PUB DATE- 01
NOTE- 595p.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Advocacy; Elementary Secondary Education; Legal Education (Professions); Public Schools; *School Law; *Seminars

This course book is a collection of reading materials (articles, memoranda, presentations) to be used in conjunction with seminars focusing on advocacy in education. There are 13 topics that include issues surrounding separation of church and state in the public-school environment; constitutional rights of secondary school students; special education; employment discrimination, including early retirement plans and the ADEA; the future of public education with regards to vouchers and school choice; Title I of the Elementary and Secondary Education Act of 1965; legal and policy challenges to high-stakes testing; Americans with Disabilities Act as it relates to the school environment; ethics and the school attorney; the Children's Internet Protection Act; and advising clients on effective student policies, focusing on due process/equity and zero tolerance. Other topics include federal issues and national trends, and what Supreme Court decisions do not necessarily communicate. Each topic is addressed by at least one document. (RT)

ED 462 750 EA 031 602

Denessen, Eddie; Sleegers, Peter; Smit, Frederik
Reasons for School Choice in The Netherlands and in Finland. Occasional Paper.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, Washington, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Improvement; Educational Quality; Elementary Secondary Education; Foreign Countries; *School Choice; *Social Influences

conducting of professional development institutes and conferences, and development of materials, policy and procedures. Implications from project outcomes are discussed for the policy areas of curriculum, assessment, accountability, professional development, funding, and governance. A product list of 20 tools, articles, chapters, books, and training manuals and videotapes is included. Appended are a project brochure, the agenda for a training workshop, needs assessment forms, a manual for districts and schools, school/district self-assessment forms, and issue briefs. (DB)

ED 462 770 EC 308 832

Orkwis, Ray; DeCarme, Judi; Glover, Jeanne
Research, Innovation, and Evaluation. Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 2001.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 310p.; For the Fiscal Year 2000 edition, see ED 450 507.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; Early Intervention; *Educational Innovation; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; Grants; Preschool Education; Program Evaluation; *Research and Development; *Special Education
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997; *Office of Special Education Programs

This book is a directory of about 1,100 discretionary projects supported by the Office of Special Education Programs and focuses on projects concerned with research, innovation, and evaluation. This first volume of four total presents projects categorized in the following two discretionary programs: "Research and Innovation To Improve Services and Results for Children with Disabilities," and "Studies and Evaluations." The Research and Innovation program aims to produce, and advance the use of, knowledge to improve the services provided under the Individuals with Disabilities Education Act. The Studies and Evaluations program is designed to assess the effectiveness of state and local efforts to provide a free appropriate public education to children with disabilities and early intervention services to infants and toddlers with or at risk for disabilities. Projects are grouped within the specific programs and competitions under which they were funded. Provided for each listing is the following information: grant number, project title, project director, address and other contact information, beginning and ending dates, and an abstract presenting the project's intended purpose, method, and products. Four indexes enhance access: a project director index, an organization index, a state index, and a subject index. (DB)

ED 462 771 EC 308 833

Orkwis, Ray; DeCarme, Judi; Glover, Jeanne
Personnel Preparation. Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 2001.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,

essential questions and unit questions to frame and focus their curriculum, and chapter 4 identifies challenge and variety as critical elements in differentiating instruction. Bloom's taxonomy and Gardner's multiple intelligences are explained. The following chapter describes and explains flexible grouping and distinguishes it from other grouping methods. Chapter 6 explains six ways to tier activities, along with guidelines for organization and management. Chapter 7 provides four strategies for providing student choice within a framework of differentiated activities. How to grade differentiated tasks fairly, calculate and record grades, make grades reflect rigor and challenge, and establish quality criteria are covered in chapter 8. Chapter 9 provides suggestions for classroom organization and management. The final chapter offers an overview of students with disabilities and gifted students as well as differentiation strategies. Appendices include additional tools for differentiating instruction. (Contains 31 references.) (CR)

ED 462 787 EC 308 851

Welkowitz, Julie; Fox, Wayne L.
A Model Mentor/Advisor Program Supporting Secondary School Youth with Emotional and Behavioral Challenges and Their Families within Rural Vermont. October 1, 1996-September 30, 2000. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 52p.; Part of the Program for Children and Youth with Serious Emotional Disturbance.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Disorders; *Conflict Resolution; *Emotional Disturbances; High Risk Students; High Schools; Interpersonal Competence; *Mentors; Modeling (Psychology); Prevention; Program Design; Program Effectiveness; *Self Concept; Self Esteem; *Service Learning

This final report discusses the activities and outcomes of the Mentor/Advisor Project, a program designed to promote positive self-concept and school success for high school students at risk of or experiencing emotional and behavioral disabilities in rural Vermont. The Project involved small groups of heterogeneous students (i.e., those with and without behavior problems) facilitated by an adult mentor, who engaged in community service learning activities and individualized projects that built upon their strengths and interests. Through these applied activities, students learned skills in the areas of collaboration, problem solving, conflict resolution, and self-appraisal. The mentor/advisors were volunteers from the school staff and received on-going support and consultation. Evaluation of the model was conducted in one school over a 4-year period. The evaluation process consisted of quantitative and qualitative components. Students (n=102), parents, and teachers involved with the Mentor/Advisor Project were all included in the evaluation process, in addition to a matched control group. Students indicated that participation in the mentor groups had a positive effect on their relationships and increased their self-esteem, and parents noted their children gained skills as a result of their participation, particularly in the area of conflict resolution. (CR) comprehension. (Contains 14 references.) (DB)

ED 462 803 EC 308 879

Danner, Greg, Ed.; Fresen, Sue, Ed.
Biology. Teacher's Guide and Student Workbook . Revised Edition. Parallel Alternative Strategies for Students (PASS).
PUB DATE- 99
NOTE- 457p.; Content in both texts revised by Greg Danner. Course No. 2000310. Student workbook, reprinted edition, 2001. Developed by the Leon County Schools Exceptional Student Education Department through the Curriculum Improvement Project. Funded under the Individuals with Disabilities Education Act, Part B.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Biology; *Mild Disabilities; Secondary Education; Special Needs Students; State Standards; Teaching Guides; Units of Study
IDENTIFIERS- *Florida

This teacher's guide and student workbook for biology are part of a series of supplementary curriculum packages of alternative methods and activities designed to meet the needs of Florida secondary students with mild disabilities or other special learning needs. Content is based on the Florida Curriculum Frameworks and correlates to the Sunshine State Standards. The PASS (Parallel Alternative Strategies for Students) teacher's guide and student workbook in biology contain 11 units. Each unit in the teacher's guide includes an overview, a list of student goals, suggestions for enrichment, a unit assessment, and answer keys. The following units are covered in both texts: (1) "Biology and the Scientific Method"; (2) "Identifying Living Things"; (3) "The Cell--The Basic Unit of Life"; (4) "Cell Growth and Reproduction"; (5) "Genetics: The Science of Heredity"; (6) "The Changing Nature of Life"; (7) "The Diversity of Living Things"; (8) "Systems of the Body"; (9) "More Human Body Systems"; (10) "Florida's Living Treasures"; and (11) "Science and the Environment." Appendices to the teacher's guide offer instructional strategies, teaching suggestions, accommodations/modifications for students, and correlations to the Sunshine State Standards. The student workbook contains vocabulary, an explanation of content, and practice exercises designed to evaluate comprehension. (Contains 20 references.) (DB)

ED 462 804 EC 308 880

Kaczmarek, Louise A.
Component 3: Early Intervention/Preschool. September 1996-August 2000. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 10p.; Part of the Training Personnel for the Education of Individuals with Disabilities program (CFDA 84.029G). For a related project report, see EC 308 882.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

guidance on remediation of severe mold contamination and is not intended to be applied to settings other than Minnesota public schools. The steps described are: (1) contact indoor air quality coordinator; (2) problem background evaluation; (3) investigation; (4) mold cleaning and removal; (5) professional moisture investigation; and (6) professional mold investigation. (Appendices contain the rationale for the recommendations, background on mold and health effects, discussion of personal protection and contaminant control, interpretation of mold testing results, description of expectations for professional mold investigations, mold remediation references, contact information, and a glossary of terms.) (EV)

ED 462 823   EF 006 040

Energy Design Guidelines for High Performance Schools: Hot and Dry Climates.
SPONS. AGENCY- Department of Energy, Washington, DC.
PUB DATE- 02
NOTE- 88p.; Developed with subcontractor Innovative Design. Technical assistance provided by Padia Consulting, BuildingGreen, and the Sustainable Buildings Industry Council.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Climate; *Design Requirements; *Educational Facilities Design; Elementary Secondary Education; *Energy Conservation; *Guidelines; Public Schools

This guide contains recommendations for designing high performance, energy efficient schools located in hot and dry climates. A high performance checklist for designers is included along with several case studies of projects that successfully demonstrated high performance design solutions for hot and dry climates. The guide's 10 sections scrutinize the following key interrelated components of high performance school design: site design; daylighting and windows; energy-efficient building shell; lighting and electrical systems; mechanical and ventilation systems; renewable energy systems; water conservation; recycling systems and waste management; transportation; and resource-efficient building products. The Phoenix, Arizona, climate was used as the model for these recommendations. Resources for additional information conclude the document. (GR)

ED 462 824   EF 006 053

Quigley, Gwen
Green Schools Energy Project: A Step-by-Step Manual.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Energy Conservation; Energy Management; Lighting; *School Buildings; Student Projects; Student Volunteers
IDENTIFIERS- *Fluorescent Lighting

Vernacular Dialects in the Formation of American English: The Case of East Anglian 'Do'"; (2) "'Short o' in East Anglia and New England"; and (3) "Sociohistorical Linguistics and Dialect Survival: A Note on Another Nova Scotian Enclave." Section 2, "Dialect Change," includes: (4) "Two Hundred Years of Dedialectalisation: The East Anglian Short Vowel System"; (5) "New-Dialect Formation and Dedialectalisation: Embryonic and Vestigial Variants"; and (6) "Norwich Revisited: Recent Linguistic Changes in an English Urban Dialect." Section 3, "Language Contact," includes: (7) "Dual-Source Pidgins and Reverse Creoloids: Northern Perspectives on Language Contact"; (8) "Language Contact and the Function of Linguistic Gender"; (9) "Third-Person Singular Zero: African American Vernacular English, East Anglian Dialects, and Spanish Persecution in the Low Countries"; and (10) "Language Contact and Inherent Variability: The Absence of Hypercorrection in East Anglian Present-Tense Verb Forms." Section 4, "Language Creation and Language Death," includes: (11) "Ausbau Sociolinguistics and the Perception of Language Status in Contemporary Europe;" (12) "Ausbau Sociolinguistics and Identity in Modern Greece"; and (13) "Language Maintenance and Language Shift: Preservation versus Extinction." Section 5, "Englishes," discusses: (14) "English as an Endangered Language"; (15) "Standard English: What It Isn't"; and (16) "The Sociolinguistics of Modern RP." (Contains approximately 230 references.) (SM)

ED 462 844 FL 027 183

Eckert, Penelope, Ed.; Rickford, John R., Ed.
Style and Sociolinguistic Variation.
PUB DATE- 01
NOTE- 341p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Anthropological Linguistics; Audiences; *Language Styles; Sociolinguistics; Speech Skills
IDENTIFIERS- Situational Variables

This collection of papers by leading experts from a range of disciplines is divided into four sections. Section 1, "Anthropological Approaches," includes: (1) "'Style' as Distinctiveness: The Culture and Ideology of Linguistic Differentiation" (Judith T. Irvine); (2) "Variety, Style-Shifting, and Ideology" (Susan Ervin-Tripp); (3) "The Ethnography of Genre in a Mexican Market: Form, Function, Variation" (Richard Bauman); and (4) "The Question of Genre" (Ronald Macaulay). Section 2, "Attention Paid to Speech," includes: (5) "The Anatomy of Style-Shifting" (William Labov); (6) "A Dissection of Style-Shifting" (John Baugh); (7) "Style and Social Meaning" (Penelope Eckert); and (8) "Zeroing in on Multifunctionality and Style" (Elizabeth Closs Traugott). Section 3, "Audience Design and Self-Identification," includes: (9) "Back in Style: Reworking Audience Design" (Allan Bell); (10) "Primitives of a System for 'Style' and 'Register'" (Malcah Yaeger-Dror); (11) "Language, Situation, and the Relational Self: Theorizing Dialect-Style in Sociolinguistics" (Nikolas Coupland); (12) "Couplandia and Beyond" (Howard Giles); and (13) "Style and Stylizing from the Perspective of a Non-Autonomous Sociolinguistics" (John R. Rickford). Section 4, "Functionally Motivated Situational Variation," includes: (14) "Register Variation and Social Dialect Variation: The Register Axiom" (Edward Finegan and Douglas Biber); (15) "Conversation, Spoken Language, and Social Identity" (Lesley Milroy); and (16) "Style and the Psycholinguistics of Sociolinguistics: The language/culture learning activities are limited only by the creativity of the instructor. (Contains 26 references.) (Author/SM)

ED 462 866 FL 027 207

Henning, Sylvie Debevec
Relating Literature and Culture: Putting Theory into Practice at the Intermediate Level.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Awareness; Foreign Countries; *French; Higher Education; Language Skills; *Literature; Second Language Instruction; *Theory Practice Relationship
IDENTIFIERS- France; Quebec

This paper suggests that the entire undergraduate foreign language (FL) curriculum needs to be rethought to integrate language, literature, and culture from the beginning through the advanced levels. It proposes a curriculum that is organized around sociocultural and sociohistorical values, attitudes, and issues and gives preference to literary texts in the broad sense. The paper discusses disjunction between lower-division and upper-division FL courses, goals of intermediate-level courses, roles of literature in FL curricula, and literature as a means of presenting culture at the intermediate level. It highlights an intermediate French sequence designed to integrate language, literature, and culture. The courses explored cultural values and attitudes, focusing on France and Quebec. They were intended to help students develop the cognitive abilities, linguistic skills, and cultural knowledge necessary for success in upper division courses by building on students' own preferences and goals. They were also intended to move the foreign language curricula away from literary history and civilization courses that strive to make students cultured without helping them understand the sociocultural significance of what they are studying. They provide a vehicle for re-relating culture studies and literary history. (Contains 11 references.) (SM)

ED 462 867 FL 027 208

Tahagaki, Toshiyuki
Profiles of Japanese Writers in L1 and L2.
PUB DATE- 02
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Foreign Countries; *Japanese; *Language Proficiency; Second Language Learning; *Student Attitudes; Writing Attitudes; *Writing (Composition); *Writing Skills
IDENTIFIERS- Japan

This study examined the writing profiles of three Japanese writers with distinctly different writing experiences, investigating participants' school writing experiences and attitudes toward writing, characteristics of the composing process, and teaching implications. The three Japanese participants included an experienced writer in both Japanese and English (Hana), an experienced writer in Japanese (Kiku), Search of Subjectivity--One's Own (Alan Peshkin); (31) Ethnicity and Expertise: Racial-Ethnic Knowledge in Sociological Research (Marjorie DeVault); (32) Crossing Sexual Orientation Borders: Collaborative Strategies for Dealing with Issues of Positionality and Representation (Robert A. Rhoads); (33) But Is It Ethical? Learning To Do Right (Corinne Glesne); (34) Ethical Considerations in Fieldwork (Maurice Punch); (35) Being at the Wrong Place, Wrong Time: Rethinking Trust in Qualitative Inquiry (Peter Magolda); (36) Using Computers in Qualitative Research (Thomas J. Richards and Lyn Richards); (37) Data Management and Analysis Methods (A. Michael Huberman and Matthew B. Miles); (38) Description, Analysis, and Interpretation in Qualitative Inquiry (Harry Wolcott); and (39) The Interpretation of Documents and Material Culture (Ian Hodder). Part 4, Crafting Test through Writing and Representation, contains: (40) Supervising the Text (Paul Atkinson); (41) Recording the Miracle: Writing (David M. Fetterman); (42) Writing Up Fieldnotes II: Creating Scenes on the Page (Robert M. Emerson, Rachael I. Fretz, and Linda L. Shaw); (43) Writing Your Story: What Your Data Say (Corrine Glesne); (44) Making the Story (Margaret Ely, Margaret Anzul, Teri Friedman, Diane Garner, and Ann McCormack Steinetz); and (45) Fieldwork, Culture, and Ethnography Revisited (John Van Maanen). Each chapter contains references. (SLD)

ED 462 889 HE 034 710

Research Relationships between Higher Education Institutions and the Charitable Sector. Research Report.
PUB DATE- 02
NOTE- 26p.; A report by JM Consulting to the HEFCE on policy.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Donors; Foreign Countries; Higher Education; Partnerships in Education; *Philanthropic Foundations; *Private Financial Support; *Research; Research Universities; Resource Allocation
IDENTIFIERS- *England

This study was conducted to map the range of research-related links between charities and higher education institutions (HEIs) and to make recommendations on how these links could be developed to the mutual advantage of both sectors. The research methods used for the review are described in an associated mapping report, published separately. Charity-funded research is of vital importance to the higher education sector and the national research effort. It is comparable in volume to research funded by the Research Councils, and greater in volume in the medical field. Both HEIs and charities are generally pleased with their relationships in terms of the quality and relevance of the research and their relationship but it appears that HEIs could take a more strategic approach to their whole research enterprise. The principle that charities do not pay indirect costs of project work means that institutions need to understand the financial and infrastructure requirements of the mix of research in their portfolios. The Higher Education Funding Council for England should seek an increase in its research funds to support HEIs, and charities should be invited to pay the full direct costs of all projects. These and related changes would support a sustainable basis for research relationships between charities and HEIs. (SLD)

ED 462 890 HE 034 711

PUB DATE- 01
NOTE- 8p.; Paper presented at Annual National Council of Teachers of English Spring Conference (20th, Birmingham, AL, March 29-31, 2001). Appended material not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; Constructivism (Learning); *Evaluation Criteria; Models; *Scoring Rubrics; *Student Evaluation; *World Wide Web
IDENTIFIERS- *Learning Environments; Web Sites

This paper discusses rubrics as models of evaluation within a constructivist learning environment. Reasons why rubrics are an appropriate way of evaluating assignments and aspects of importance that are addressed by rubrics are listed. Several World Wide Web sites to gain an understanding and knowledge base through which to further discuss rubrics as assessment and evaluative tools are described. These include Web sites that highlight rubrics for Web lessons, the National Teaching and Learning Forum, a draft rubric for evaluating WebQuests, a practice scoring guide for document-based questions, information about rubrics, a holistic crucial thinking scoring rubric, and a rubric construction set. Guidelines to consider when reviewing rubrics that have been located on the Web are suggested, and pointers that may be useful when developing rubrics are presented. Sample assignment rubrics and a rubric template are appended. (MES)

ED 462 911 IR 021 065

Crawford, Caroline M.
The Design of a University's SACS Accreditation World Wide Web Site.
PUB DATE- 00
NOTE- 8p.; In: G. Davies and C. Owen (Eds.), "WebNet 2000: World Conference on the World Wide Web and Interest" Proceedings (5th, San Antonio, TX, October 30-November 4, 2000). Charlottesville, VA: Association for the Advancement of Computing in Education, pp. 866-867. For full Web Net proceedings, see ED 448 744. Paper presented at WebNet 2000 (San Antonio, TX, October 30-November 4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); Accrediting Agencies; Computer Interfaces; *Design Preferences; Higher Education; Instructional Design; Interaction; *World Wide Web
IDENTIFIERS- Southern Association of Colleges and Schools; *Web Site Design; Web Sites

This paper describes the design of a Southern Association of Colleges and Schools (SACS) World Wide Web site to act as a living documents repository for university accreditation. Topics addressed include: instructional design and development of a functional flowchart; interface design; and interactive elements, including bulletin boards and suggestion forms. (MES)

ED 462 912 IR 021 066

Crawford, Caroline M.; Edwards, Terri
Supporting the Professional Development of Preservice and

NOTE- 7p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Constructivism (Learning); *Educational Technology; Elementary Secondary Education; *Faculty Development; Higher Education; *Instructional Design; Learning Strategies; Partnerships in Education; Rural Areas; Teacher Workshops; *Teaching Models; *Training; Web Based Instruction
IDENTIFIERS- *Technology Utilization

A five-year U.S. Department of Education Technology Innovation Challenge Grant, the NatureShift! Linking Learning to Life project was awarded in 1997 to the partnership of Dakota Science Center and the Grand Forks Public Schools (North Dakota). It was designed with partners from the Sahnish Cultural Society and the University of North Dakota to take technology and hands-on learning to an information-isolated highway of communities, including public schools, tribal schools, parks, museums and libraries. It soon became a true test of mettle for learners, educators, community volunteers, and instructional designers alike. This paper discusses lessons learned from the project's first three years of training educators in the application of the NatureShift Exploration Model, a teaching and learning strategy that borrows heavily from informal education, formal education, and instructional technology. The model establishes a standard for teaching and learning with technology derived from constructivist, inquiry-based educational theory and practice. As a professional development and learning tool, the model proved as difficult to teach as the new technologies it used. It soon proved its value, however, once trainers stopped teaching it and began using it to teach. Likewise, the findings of the project have shown that teaching new technology works more effectively when educators are not taught the technology but rather are given opportunities to use it to do what they do best--teach. (Author/MES)

ED 462 932 IR 021 090

Dwyer, William M.; Lopez, Valesca E.
Simulations in the Learning Cycle: A Case Study Involving "Exploring the Nardoo."
PUB DATE- 01
NOTE- 17p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; *Computer Simulation; Constructivism (Learning); Ecology; Environmental Education; *Instructional Design; Instructional Effectiveness; Intermediate Grades; *Learning Processes; Middle Schools; *Science Instruction
IDENTIFIERS- Learning Cycle Teaching Method

This study involved students using simulation software in all phases of the learning cycle. Research on the use of simulations in science education has shown that the simulations can be used effectively in preinstructional and exploratory partner institution. The project's goals were to foster multiple skills (reading, math, etc.) via authentic student research on their communities and to "make their students' worlds bigger" through sharing about themselves and their (cultural) communities with classes in other regions to create an appreciation of the state's diversity. The goals of this present study were to evaluate expected changes in students' understanding of the other two regions and populations in the twofold sense of knowledge of and attitudes towards the "outgroup"--more positive ones, it was hoped--due to the virtual contact and greater knowledge facilitated by the project. (MES)

ED 462 952   IR 021 110

Wetzel, David R.
A Model for Pedagogical and Curricula Transformation with Technology.
PUB DATE- 01
NOTE- 12p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Uses in Education; Curriculum Development; *Educational Technology; Faculty Development; *Instructional Development; Middle Schools; Models; Science Instruction; Science Teachers; Secondary School Science; *Teacher Attitudes; *Teaching Methods; *Technology Integration
IDENTIFIERS- Barriers to Implementation; *Technology Implementation

The purpose of this study was to investigate the factors that influenced five middle school science teachers as they implemented and integrated instructional technology in their curricula, along with determining the effects that implementation and integration of instructional technology had on their pedagogy and curricula. The study involved empirical research with both qualitative and quantitative data. Data analysis included a cross-case analysis of multiple case studies. Data were gathered August 1999 through December 1999. This time period was selected because it provided the opportunity to test the ST cubed AIRS (Staff development, Time, Trainers, Transition, Access, Involvement, Recognition, Support) Model in a school setting from the beginning process of implementation and integration of a new technology. Findings are presented in the framework of the following research questions: (1) What were the teachers' concerns regarding the implementation and integration of technology? (2) What changes in teaching strategies and techniques did the teachers make when implementing and integrating technology? and (3) What were the strengths and weaknesses of the ST cubed AIRS Model? (Contains 20 references.) (MES)

ED 462 953   IR 021 111

Wetzel, Keith; Zambo, Ron; Buss, Ray; Padgett, Helen
A Picture of Change in Technology-Rich K8 Classrooms.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 12p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087. Funded through a

Information Technology Research and Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Oriented Programs; Computer Software Development; Federal Government; Federal Programs; *Information Networks; Information Systems; *Information Technology; Program Development; *Research and Development; *Technological Advancement
IDENTIFIERS- United States

This document is the annual report prepared by the Interagency Working Group on Information Technology Research and Development of the National Science and Technology Council. This report is a Supplement to the President's fiscal year (FY) 2002 Budget that describes the Federal Networking and Information Technology Research and Development (NITRD) activities. As required under the High-Performance Computing Act of 1991, the Supplement covers current work and planned directions for FY 2002. FY 2001 budget estimates and FY 2002 requests for the multi-agency program, by Program Component Area (PCA) and by agency, are shown. This year's Supplement is organized around the following key research challenges that must be overcome to ensure continuing U.S. leadership in advanced computing and networking and in all the defense and non-defense sectors that increasingly rely on these capabilities: (1) next-generation computing and data storage technologies; (2) surmounting the silicon complementary metal oxide semiconductor (CMOS) barrier; (3) versatile, secure, scalable networks for the 21st century; (4) advanced IT to sustain U.S. strength in science and engineering; (5) ensuring reliable, secure operation of critical systems; (6) making software for the real world; (7) supporting human capabilities and university human development; (8) managing and enabling worlds of knowledge; (9) supporting education and development of a world-class IT workforce; and (10) understanding the effects of IT to maximize the benefits. The Supplement also describes some of the significant national applications of information technology that can have a transforming impact on critical infrastructures nationwide, to the benefit of all citizens. The Nation's ability to deploy these powerful emerging applications will depend on many successful results of the fundamental research in component technologies outlined in this report. (AEF)

ED 462 972 IR 021 132

Information Technology Research: Investing in Our Future. Report to the President.
PUB DATE- 99
NOTE- 85p.; Produced by the President's Information Technology Advisory Committee.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Federal Aid; Federal Government; *Federal Programs; *Financial Support; Government Role; *Information Technology; Program Development; Public Policy; *Research and Development; *Technological Advancement
IDENTIFIERS- United States

This is the final report on future directions for Federal support of research and development (R&D) for information technology. This report adds detail to the findings and recommendations in the interim report dated August 1998, and strengthens previous recommendations regarding the importance of social and economic

ED 462 989 JC 020 034

SIAST Curriculum Model, June 1999.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Curriculum Design; Curriculum Research; *Educational Assessment; Educational Change; Foreign Countries; *Program Evaluation; Two Year Colleges
IDENTIFIERS- *Saskatchewan Institute of Applied Sci and Techn

This document discusses the curriculum model for the Saskatchewan Institute of Applied Science and Technology (SIAST). Curriculum development is a vital part in educating adults for employment, especially since adult students have such diverse needs, backgrounds, and interests. Economics, demographics, and technology are all issues that push toward an increased demand for responsiveness in education. SIAST has designed a curriculum model to address these changing needs, with two main components: curriculum structure and curriculum process. Curriculum structure includes programs, courses, and outcomes. Curriculum process is comprised of five interrelated phases: analysis, design, development, delivery, and evaluation. SIAST looks at curriculum development as a major investment and believes that this type of curriculum can be shared between programs through clustering (grouping programs together that have similar occupational outcomes), coring (organizing programs as common courses), and standardization (delivery of courses at more than one location, with pre-determined standards). This document also describes key indicators for annual review and annual self assessments that will be monitored by deans. This review process would be guided by factors such as admission, student recruitment, learning outcomes, program content, stakeholder satisfaction, and growth/renewal. Together, the annual review of key indicators and the self assessment will replace the previous 5-year comprehensive program review. (CJW)

ED 462 990 JC 020 035

Institutional Effectiveness through Plan & Budget Integration. Strategic Plan Guide, 2001-2002.
PUB DATE- 01
NOTE- 65p.; Alternate title is "Manual for Institutional Effectiveness."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Improvement; Institutional Evaluation; *Organizational Objectives; Program Evaluation; *Statewide Planning; *Strategic Planning; Two Year Colleges
IDENTIFIERS- North Carolina; *Wayne Community College NC

This document describes Wayne Community College's (North Carolina) strategic plan for 2001-2002. The college's goals, as well as objectives set forth by the North Carolina Community College System, are discussed. Long-range goals include: (1) enhancing student success through college-wide programs and responsibility, and job in general as excellent or good, while advancement potential was rated highly by 55%, and salary was rated highly by 67%; and (6) over 49% of respondents indicated they had used the JCCC Career Center. Tables detailing results are located throughout the document. Comparisons with previous studies are also included where appropriate. Appendices contain cover letters and survey instrument. (MKF)

ED 463 010 JC 020 227

San Antonio College Fact Book, 2000-2001. Anniversary Edition.
PUB DATE- 01
NOTE- 64p.; Prepared by the Office of Institutional Effectiveness. For the 1999-2000 Fact Book, see ED 449 845.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Community Colleges; Distance Education; Educational Assessment; *Enrollment; Enrollment Trends; *Institutional Characteristics; *Student Characteristics; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *San Antonio College TX

The 2000-2001 Fact Book for San Antonio College in Texas offers statistics on the college, students, enrollment trends, personnel, and finances. Highlights of the reports include: (1) 20,490 students were enrolled in fall 2000, 58.3% of whom were female; (2) 29% of students were age 19-21, 17.8% were 25-30, and 13% were 36-50; (3) 64% of students were enrolled part-time, and 17.7% were enrolled in evening classes only, while 16.2% were enrolled in day and evening classes; (4) 55% of students enrolled intended to earn a four-year degree, and 45.6% of students intended to be at the college for 2 years; (5) 53% of students had done previous college work but had no degree; (6) 42.3% of students were employed full time, 29.7% were employed part time, and 28.9% were not employed; (7) of those students who were unemployed, 53.7% were seeking work; (8) 51.5% (10,548) of fall 2000 students were Hispanic, 39.5% (8,097) were white, and 4.4% (906) were black; (9) total Internet, telecourse, and off-campus enrollment was 3,619; (10) total developmental education enrollment, in 427 courses, was 10,729; (11) 56.7% of the college faculty is male, 74.5% is white, and 20% is Hispanic; and (12) 66.4% (635 of a total of 956) of the college's faculty is adjunct. (NB)

ED 463 011 JC 020 228

New Student Survey: 1995-2000.
PUB DATE- 01
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Community Colleges; *Educational Assessment; Educational Facilities; Educational Trends; *Participant Satisfaction; *Student Attitudes; *Student Characteristics; *Student Surveys; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

Since 1995, Johnson County Community College (JCCC) (Kansas) has been surveying new students each fall to determine their educational objectives and the factors that influence their decisions to attend the college. This report reviews the data development of training and learning cultures in Australian enterprises, emphasizing non-financial returns to training. The following reports are included: "Training and Economic Returns to Workers" (Michael Long); "Showing That Enterprise Training Pays: Lessons from the Literature" (Janelle Moy); "Does Training Pay? Evidence from Australian Enterprises" Richard Blandy, et al.); "Enterprise Return on a Training Investment" (Chris Doucouliagos and Pasquale Sgro); "What Works for Us May Not Work for You" (Leo Maglen and Sonnie Hopkins"; and "What Convinces Enterprises To Value Training and Learning, and What Does Not?" (Jane Figgis). Each of the chapters contains extensive reference lists. (KC)

ED 462 543   CE 082 849

Employment Experience of Youths: Results from the First Three Years of a Longitudinal Survey.
PUB DATE- 01
NOTE- 15p.; A Bureau of Labor Statistics news release.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Behavior; Employed Women; *Employer Employee Relationship; *Employment Patterns; Employment Practices; Females; *High School Students; High Schools; Longitudinal Studies; Males; *Part Time Employment; Seasonal Employment; Self Employment; Sex Differences; *Student Employment; Vocational Followup; Youth; *Youth Employment
IDENTIFIERS- National Longitudinal Survey of Youth

An analysis of the first three annual rounds of the National Longitudinal Survey of Youth 1997, sponsored by the Bureau of Labor Statistics of the U.S. Department of Labor, was conducted to determine the employment experiences of youth. (The survey includes a nationally representative sample of about 9,000 young men and women who were born during the years 1980 to 1984. These respondents were ages 12 to 17 when first interviewed in 1997 and the oldest were age 20 when interviewed a third time in 1999-2000.) Results from the survey of these youths classify them into one of two job categories: those with "employee" jobs, in which they had an ongoing formal relationship with a particular employer; and those with "freelance" jobs in which they performed one or a few tasks for several people. Highlights of the findings include the following: (1) nearly 65 percent of working students who were age 15 at the beginning of the 1998-99 school year worked at an employee job some time during both the school year and the following summer, as did 75 percent of working students age 16 and 78 percent of working students age 17; (2) the percent of students employed during any week of the 1998-99 school year and in the following summer remained steady from September to February, increased in the spring, and peaked in July; (3) female youths were less likely than male youths to hold an employee job while age 15, but by age 17, the gender gap disappeared; and (4) youths who worked exclusively at freelance jobs while age 14 were very likely to continue working at freelance jobs while age 15, but were more likely to move to employee jobs by age 16. (KC)

ED 462 544   CE 082 850

Gangl, Markus
Education and Labour Market Entry across Europe: The Impact of Institutional Arrangements in Training Systems and Labour

High Schools; Integrated Curriculum; Mathematics Achievement; Program Improvement; Reading Achievement; *School Guidance; Science Achievement; Staff Development; Student Participation; Teacher Collaboration; Teacher Expectations of Students; *Vocational Education
IDENTIFIERS- *High Schools That Work; *Southern Regional Education Board

The Southern Regional Education Board (SREB)-State Vocational Education Consortium's commitment to higher standards for and greater achievement of vocational students has brought substantial gains in student performance. SREB's High Schools That Work (HSTW), a school improvement initiative, documents achievement gains by vocational students. Data from exams based on the National Assessment of Educational Progress show HSTW sites assessed in 1996 and 1998 met the goal to raise mathematics and science achievement of vocational students to the national averages of all high school students. Reading achievement remains a problem. HSTW has identified these school and classroom practices that matter in raising student achievement: students complete a challenging curriculum; districts and states increase graduation requirements; seniors take a mathematics and a science course; vocational teachers stress academic knowledge and skills; teachers set high expectations and make assignments that engage students; students receive guidance and advisement; students meet curriculum and achievement goals; and vocational students are held to demanding standards for technical achievement. SREB's challenge is to continue working with states, districts, and schools to take the lessons learned and help inform state and local policy and leadership initiatives that can improve students' academic and technical achievement. (YLB)

ED 462 560 CE 082 955

Bottoms, Gene
Outstanding Practices, 1998: Raising Student Achievement by Focusing on the 10 Key Practices. High Schools That Work.
PUB DATE- 99
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Case Studies; Community Support; Education Work Relationship; Educational Change; *Educational Improvement; Graduation Requirements; High Schools; Instructional Leadership; Integrated Curriculum; Occupational Clusters; Program Improvement; *School Business Relationship; School Community Relationship; School Guidance; Service Learning; Staff Development; Student Participation; Student Projects; Teacher Collaboration; *Teacher Expectations of Students; *Vocational Education; Writing Across the Curriculum
IDENTIFIERS- High Schools That Work; *Southern Regional Education Board

This publication contains descriptions of "outstanding practices" in high schools that had the most success in improving student performance by doing the best job of implementing one particular High Schools That Work key practice. The 33 efforts are organized according to which of these 10 key practices they reflect: high expectations (4); vocational studies (6); academic studies (4); program of study (2); work-based learning (3); teachers working together (4); students actively engaged (4); guidance (1); extra help (3); and keeping score (2).

stages of economic and social planning. Malaysia needs a holistic and systematic approach to improving the quality of life of its special needs population. The following legislative acts must be passed: (1) the Vocational Education and Training for Special Need Population Act; (2) the Job Partnership and Employment for Disabled Act; and (3) the Building Accessibility Act. The Vocational Education and Training for Special Need Population Act should emphasize making vocational education and training accessible to everyone and eliminating gender bias and stereotyping. (MN)

ED 462 576   CE 082 982

I.T. in the Workplace: The Impact of Information Systems Technology on the Education and Training Needs of Hospital Workers in New York City.
PUB DATE- 01
NOTE- 22p.; A report to the Local 1199 Hospital League/Health Care Industry Planning and Placement Fund, Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Clerical Occupations; *Educational Needs; Employment Qualifications; *Hospitals; Information Systems; *Information Technology; Keyboarding (Data Entry); Labor Supply; *Medical Record Technicians; *On the Job Training; Postsecondary Education; Promotion (Occupational)
IDENTIFIERS- Computer Users; *New York (New York)

A study was conducted to determine the information technology (IT) training needs of front-line clerical staff, medical records staff, and information systems staff in hospitals. Information was gathered through interviews and structured group discussions with human resources directors, information systems directors, medical records directors, and workers in the three occupational areas at a randomly selected sample of hospitals in New York City. Participants were asked to describe and assess the impact of the evolving use of IT on current job content, knowledge requirements, education and training needs, and potential career paths. The study also assessed the impact of IT on the supply and demand for workers in each of these occupational areas. Key findings include the following: (1) basic computer information and keyboarding skills are necessary for workers on a daily basis; (2) IT training for front-line clerical workers has primarily been task-specific, but the training could be more effective if it included an overview of the systems used by the hospital and more generic IT information; (3) increased proficiency in using IT systems is not tied to advancement opportunities for front-line clerical workers; (4) increased use of IT does not significantly impact the recruitment or retention of clerical workers; and (5) increased use of IT has not reduced staff. Recommendations were made for increased training, the use of additional training methods (such as distance learning), and career advancement for front-line clerks who improve their IT skills. (KC)

ED 462 577   CE 082 991

EFF Voice, Winter 2002.
PUB DATE- 02
NOTE- 18p.; Published annually. Published by the Equipped for the Future (EFF) National Center, Orono, Maine.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

Reuling); "The Australian Federal Government and Vocational Training and Lifelong Learning" (Paul Cowan); "The German Federal Government and Vocational Training and Lifelong Learning" (Veronika Pahl); "A Practitioner's Perspective on Current Vocational Training Issues in Australia" (Virginia Simmons); "The International Economy, Changing Employment and Lifelong Learning: Response of the Vocational Training Sector in Germany" (Helmut Putz); "Global Trends, Implications for Vocational Training and Lifelong Learning: Response of the University Sector" (Ken Eltis); "A Balanced and Liberal Education in a Military Environment: Australian Defence Force Academy" (Robert King); "Financing Lifelong Learning in Australia: Review of Needs and Options" (Gerald Burke); "Trends in Public Funding for In-Company Training in Germany: From a Dual to a Plural System" (Klaus Berger, Gunter Walden); "The Role of Industry and the Economy in Shaping Vocational Training, Exemplified by Deutsche Bahn AG" (Ulrich Wiegand); "The Role of Industry and Economic Institutions in Shaping Vocational Training" (David Soskice); "Industry Training in Australia: Causes and Consequences" (Andrew Smith); "The Role of Industry and the Economy in Shaping Vocational Training: Discussion" (Thorsten Stromback); "Pathways for Youth in Germany" (Jochen Reuling); "Pathways for Youth in Australia" (Philip McKenzie); and "Youth Pathways: Comparing Australia and Germany" (Richard Sweet). Some papers contain substantial bibliographies. (MN)

ED 462 593   CE 083 039

Purton, Debbie
Family Literacy Standards.
SPONS. AGENCY- Human Resources Development Canada, Hull (Quebec). National Literacy Secretariat.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Access to Education; Adult Basic Education; Communication (Thought Transfer); Community Involvement; Definitions; Educational Finance; Educational Philosophy; *Educational Practices; Educational Principles; *Emergent Literacy; Evaluation Methods; *Family Literacy; Financial Support; Foreign Countries; Guidelines; *Literacy Education; Participation; Program Administration; Program Content; Program Development; Questionnaires; Recruitment; Social Support Groups; Staff Development; *Standard Setting; Student Evaluation; Volunteers
IDENTIFIERS- *Saskatchewan

This document presents and discusses the 12 family literacy standards for family literacy programs in Saskatchewan, Canada, that were developed during a 2-year process by Saskatchewan's Family Literacy Best Practices committee. The document is: (1) an educational tool to develop greater understanding of effective literacy practices; (2) a program evaluation tool; and (3) an aid for family literacy program and project development. The introductory section defines family literacy as encompassing the many ways and everyday situations in which adults engage in and use literacy and language and the emergent literacy of children. Ten examples of family literacy practices outside school settings are listed. The benefits of family literacy are explained along with the philosophy guiding family literacy work. The remainder of the document is a questionnaire containing between 5 and 21 questions on each of 12 family

PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Corporate Education; Developed Nations; Educational Economics; Efficiency; *Evaluation Methods; Foreign Countries; Human Resources; Industrial Training; Inplant Programs; *Job Training; *Labor Force Development; Management Development; Matched Groups; *Outcomes of Education; Productivity; Program Effectiveness; Vocational Education
IDENTIFIERS- Australia; *Return on Investment; Time Series Analysis

Recent Australian research provides a solid body of evidence that training investments can yield very high levels of returns for firms across a range of sectors. It highlights these important factors about returns on investment (ROI): ROI come in many forms; immediate ROI are highest when training is highly focused; measuring ROI is not always easy; and ROI can be enhanced by human resource policies. A positive association exists between firm profitability and quantity and quality of training offered. Evaluation methodologies include productivity studies, cost-benefit analysis, and measuring workers' reaction to and learning from training, and training's impact on workers' behavior. International productivity-based studies (Bartel 2000) show firms that introduced training over a long period of time performed better than firms that did not. Time series firm-level studies have been successfully applied in the manufacturing industry and service sector; matched plants studies have been successfully used in the manufacturing industry; and matched pairs studies are useful to assess ROI on "soft skills." Moy and McDonald (2000) have identified these factors that enhance ROI: technological change, innovative human resource policies and practices, and supervisory support and involvement. ROI are inhibited in situations when there is no employee incentive to apply learning on the job; outdated, irrelevant, and inappropriate training; and no complementary training for middle and senior managers. (YLB)

ED 462 611 CE 083 066

Watson, Moira; Nicholson, Lindsay; Sharplin, Elaine
Vocational Education and Training Literacy and Numeracy. Review of Research.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 01
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Adult Literacy; Cross Cultural Training; Developed Nations; Educational Change; Educational Policy; Educational Trends; Enrollment Influences; Evaluation Methods; Faculty Development; Foreign Countries; Job Training; Literacy Education; *Numeracy; Policy Formation; Professional Development; Research Skills; Student Evaluation; Student Needs; *Teacher Education; *Teacher Role; Technology Transfer; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Australia

Since the "Kangan Report" (1974), literacy and numeracy (L&N) issues have become an integral component of policy development in Australia's vocational education and training (VET) sector. Debate in the literature is based on competing discourses:

IDENTIFIERS- *Australia

Adult Learning in Australia (ALA), the lead organization in the field of adult learning in Australia and the national organization for adult learners in Australia, reviewed the current state of lifelong learning in Australia and identified why and how Australian policymakers should develop and finance a national strategy for lifelong learning. The following are among the recommendations that ALA issued to policymakers based on its review: (1) convene a national summit on lifelong learning to develop a national policy on lifelong learning; (2) recognize the leading role that Adult Learners Week can play as a sustained national promotion of lifelong learning and increase government support for the week; (3) fund a national State of Learning survey to monitor progress toward increasing participation in lifelong learning; (4) establish a Community Adult Learning Innovation Fund aimed at widening participation in learning and supporting innovative community-based education and learning; (5) examine ways of better coordinating expenditures on the education of Australian citizens and make use of existing providers of adult and community education (ACE); and (6) amend goods and services tax (GST) legislation so that government-recognized not-for-profit ACE organizations are treated like other educational institutions in relation to the GST on course fees. (Contains 10 endnotes.) (MN)

ED 462 627 CE 083 099

MacAllum, Keith; Charner, Ivan
Beyond the Success of the Students: Effects of Participation on School-to-Career Partners.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Conference of the Association for Career and Technical Education/International Vocational Education and Training Association (74th, San Diego, CA, December 7-10, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attendance; Case Studies; Comparative Analysis; Corporations; *Education Work Relationship; Educational Attainment; Employer Attitudes; Employment Level; Employment Patterns; Employment Potential; Employment Qualifications; Enrollment Trends; Graduate Surveys; High School Seniors; High Schools; Longitudinal Studies; *Manufacturing Industry; Mentors; Models; *Outcomes of Education; Parents; *Partnerships in Education; Postsecondary Education; Private Sector; *Program Effectiveness; Public Education; Public Sector; School Business Relationship; Student Motivation; Unions; *Vocational Education; Work Attitudes
IDENTIFIERS- Impact Studies; *Lansing Area Manufacturing Partnership MI; Work Based Learning

The Lansing Area Manufacturing Partnership (LAMP) is an academically rigorous, business/labor-driven school-to-career program in Lansing, Michigan, that includes business, union, school, and parent partners and emphasizes work-based and project-based learning, team teaching, and opportunities for staff and students to establish close and ongoing interaction with employers. LAMP's impacts were evaluated in a case study involving the following data collection methods: observations; focus groups of students and employers; interviews with LAMP instructors, mentors, administrators, and others; reviews of program materials and records; and surveys of graduates of the classes of 1998 and 1999, parents of the class of 1999, and brain, and behavior. This report presents the latest information on what is known about depression. The symptoms and types of depression are considered. Research on the treatments of depression is described, including the medications recommended, psychotherapy alternatives, electroconvulsive treatment, genetic links, stress factors, hormonal abnormalities, and co-occurrence with other disorders. Discussion is also provided relating to the finding that women are affected by depression and the factors that contribute to this phenomenon twice as often as men. Children and adolescents are also susceptible to depression and several causal factors are reviewed. Areas such as brain imaging, thought process, and biological markers are just a few of the topics considered for future areas of NIMH depression research. (JDM)

ED 462 646   CG 031 586

Stories of Depression: Does This Sound Like You?
PUB DATE- 02
NOTE- 23p.; Adapted by Melissa Spearing from "Depression" (CG 031 588).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; At Risk Persons; *Depression (Psychology); *Mental Health; Outcomes of Treatment; Personal Narratives; *Pharmacology; *Psychotherapy; Stress Variables; *Symptoms (Individual Disorders)

Information in this guide is simply presented to give adults a clear understanding of depression. Personal narratives are included to demonstrate how depression affects people's lives. Sections are included on the four steps for understanding, recognizing the symptoms, and getting help for depression. A discussion is included on suicidal thoughts, something common with depression. Treatment options with psychotherapy or medications are briefly described. Information is included on national helping organizations for further information. (JDM)

ED 462 647   CG 031 588

Strock, Margaret
Depression.
PUB DATE- 00
NOTE- 24p.; New version of the 1994 edition of "Plain Talk about Depression."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- At Risk Persons; Biological Influences; *Depression (Psychology); Family Influence; Females; *Mental Health; Outcomes of Treatment; *Pharmacology; *Predictor Variables; Self Concept; Social Influences; Stress Variables; *Symptoms (Individual Disorders)
IDENTIFIERS- Electroconvulsive Therapy

Approximately ten percent of the population suffers from a depressive illness each year. Although the economic cost is high, the cost in human suffering is immeasurable. To help educate the population about this disorder, this paper presents

IDENTIFIERS- *African Americans; Multicultural Counseling; *Narrative Therapy; Oppression

Narratives exist within the African cultural ethos then and now in a variety of contexts. For African Americans, one function of the narrative has been the therapeutic effect of ameliorating oppression. Current literature on narrative therapy provides a foundation for discussing the healing power of narratives in the African American community. Narrative interventions such as the Story Circle exercise are considered culture-centered because of its intentional use of African-based mores (e.g., emphasis on community, intergenerational focus, and circularity). Counselors considering culture-centered narratives for work with African American clients need to consider the effective forms of resilience within the African American community. This will allow them to replicate and generalize these forms of resilience within the counseling session. (Author)

ED 462 667   CG 031 613

Lane, Mildred D.
Counselors' Use of Functional Assessment: A Survey of Pennsylvania Counselors.
PUB DATE- 02
NOTE- 37p.; Paper presented at the Annual Meeting of the American Counseling Association (New Orleans, LA, March 22-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Identification; Adults; Cognitive Ability; *Counseling; Counseling Techniques; *Counselor Role; *Disabilities; Evaluation Methods; *Mainstreaming; Measurement Techniques; *Measures (Individuals)
IDENTIFIERS- *Functional Assessment; Pennsylvania

As people with disabilities are becoming more included in society, professional counselors are required to develop skills and identify tools to assess, counsel, and advocate for these clients. This article presents Pennsylvania counselors' definition of functional assessment and procedures, techniques, and instruments currently in use. Most counselors (70.5%) who responded to a survey questionnaire reported they do not use functional assessments. Counselors who did use functional assessments provided 182 definitions. A preliminary classification for the term "functional assessment" establishes two predominant domains that answer the questions "What" and "Why". Sub-categories established include: cognitive, social, emotional, activities of daily living, behavioral, academic, vocational, leisure, physical, and progress and change. Appendix A contains the Functional Assessment Survey and Appendix B presents a Preliminary List of Functional Assessments identified in the survey. (Contains 4 tables and 31 references.) (Author/JDM)

ED 462 668   CG 031 614

Venuti, John Paul; Conroy, Matthew; Bucy, Paige; Landis, Pamela L.; Chambliss, Catherine
The Relative Stigma Associated with Smoking, Obesity, and Criminality.
PUB DATE- 02
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Discourse; *Discourse Communities; Higher Education; *Rhetoric; Student Research; Student Writing Models; *Writing (Composition); *Writing Processes
IDENTIFIERS- Academic Language; Alternative Conceptions; Voice (Rhetoric)

The affirmation of individual creativity in writing is what sets this book apart from other process-oriented rhetorics. Conversational in tone, the book's third edition boasts a writer-to-writer perspective that will put students at ease. The book "walks" students through the main elements of writing from discovery and research to revising and editing. At the same time, it allows for many detours in its step-by-step approach, with frequent reminders that everyone's processes are unique and that establishing and maintaining a personal voice can be achieved while meeting conventional academic expectations. The book examines the different, yet overlapping stages of writing. It addresses rhetorical issues of audience, purpose, and voice, as well as the details of field, library, and Internet research, with particular attention to evaluating sources. It also offers these new features to keep students and teachers up to date: new Web-based research information; the most recent Modern Language Association guidelines; increased coverage of visual elements of texts; more on approaches to writing "alternative" pieces; and a look at the role of creative nonfiction in an academic setting. The book includes examples of the best of undergraduate writing for inspiration, student statements about their writing problems for reassurance, and guidelines for writing groups, portfolios, publishing class books and Web pages, writing essay examinations, and punctuation. (NKA)

ED 462 688 CS 217 793

Pipkin, Gloria; Lent, ReLeah Cossett
At the Schoolhouse Gate: Lessons in Intellectual Freedom.
PUB DATE- 02
NOTE- 235p.; Foreword by Susan Ohanian.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Freedom; Adolescent Literature; *Censorship; Community Involvement; Elementary Secondary Education; *Freedom of Speech; *Intellectual Freedom; Personal Narratives; *Public Schools; School Publications; Teacher Administrator Relationship; *Teacher Role
IDENTIFIERS- *Bay County School District FL; Critical Literacy; First Amendment

Over the last two decades, the co-authors of this book have worked together to build a tradition of intellectual freedom within public schools. The book describes their struggles as cultural workers, the pedagogical and legal strategies they employed, the resistance they encountered, the lessons they learned, and the impact that they have seen on the lives of the students they serve. Their story in the book brings vividly to life some of the most important questions in public education today: Do First Amendment protections apply to teachers and students in K-12? Who controls what can be read and written in usually write for a like-minded audience. The paper states that Duncombe writes about "selling out" the underground culture of zines to the world of academia and its current fascination with cultural studies. It finds that the tool that zinesters use most readily in writing against mainstream culture is the personal--they believe that what makes their writing significant is their own experience, and that experience is rooted in both the ordinary and the extraordinary. The paper profiles several zines. (NKA)

ED 462 708   CS 510 778

Henning, Teresa B.
Rhetoric and Change: Using Writing Heuristics To Help English Faculty Accept and Use the "A" Word (Assessment).
PUB DATE- 02
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *English Instruction; *Evaluation Methods; *Heuristics; Higher Education; Problem Solving; Student Educational Objectives; *Writing Processes

As a result of public pressure to assess student learning, college administrators are becoming more insistent in their demands that faculty members become involved in learning outcomes assessment. Most faculty members, however, think of assessment as another name for standardized testing--a procedure with little to do with the critical thinking and writing skills that they most value. Additionally, most college faculty feel "cut off from" the subject of assessment because they view assessment as something that does not "reflect the values important to an understanding of how people learn to read and write" (Huot, 1996). But if college faculty are given the opportunity to control the assessment process and shape it to reflect local concerns, such a process can be a "transformative experience" that allows faculty, especially those in English, to explain to themselves and others how and why humanistic values are such an important part of their students' education. This paper argues that, by conceiving of assessment as a process of gathering information, faculty members are able to view assessment as research, something they are comfortable with. The paper demonstrates, by considering the work of two faculty committees, that writing process heuristics can be used to help faculty members develop this procedural knowledge and meet their assessment goals. It relates how writing heuristics guided the work of these two committees. The paper first discusses methods used to help the "English 100" committee (mostly part-time teachers) develop portfolio assessment rubrics and then discusses the ways the "English Major" committee was helped to develop an entire assessment plan. (NKA)

ED 462 709   CS 510 782

Integrating Literacy and Technology in the Curriculum. A Position Statement of the International Reading Association.
PUB DATE- 02
NOTE- 12p.
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Discourse; *Classroom Communication; *Classroom Environment; *Diversity (Student); *Freshman Composition; Higher Education; Scoring Rubrics; *Teacher Student Relationship; Teaching Models
IDENTIFIERS- *Authority; Authorship

In considering how a teacher can assert authority without giving up the benefits of classroom interaction, two premises should be acknowledged: students of a multi-ethnic classroom or with a wide range of writing skill deficiencies require more authority; and teachers should take responsibility for modeling acceptable patterns of discourse and using community-strengthening subject matter in the classroom. Placement of authority in the classroom has been a polarizing topic for 20 years. Authority does not denote rigidity and hierarchy in interpretation of students' work. Instead, authority means authorship: planning the reading and writing assignments, lecturing on structure and rhetorical strategies in writing and providing assignments that challenge students to contextualize their experiences and ideas into a larger community meaning. It is easy to polarize the terms "student-centered" and "teacher-authorized" to their logical extremes. One type of inescapable authority comes in assessment and grading. An educator and his students can collaborate on a rubric, or a list of attributes of academic writing. If educators choose not to codify, then it is their responsibility to model accepted academic writing. One of the benefits of teaching in a multi-ethnic classroom is that the students have many different stories to tell. Navigating 30 different students toward some central type of writing style in 40 hours of instruction forces an educator to assert some authority. Authorship in the classroom can also be asserted by the readings assigned. Readings that deal with human issues should be coupled with writing assignments that encourage students to discuss how they relate to the reading and how this relationship is part of a larger social construction. (A sample rubric is attached.) (NKA)

ED 462 730 EA 031 542

McEwan, Elaine K.
Ten Traits of Highly Effective Teachers: How To Hire, Coach, and Mentor Successful Teachers.
PUB DATE- 02
NOTE- 249p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Accountability; Beginning Teachers; Elementary Secondary Education; *Mentors; *Teacher Characteristics; Teacher Competencies; *Teacher Effectiveness; Teacher Empowerment; Teacher Orientation; *Teacher Qualifications; Teacher Selection

As all educators face the pressures of accountability, it has become more important to hire effective teachers skilled at fostering outstanding academic achievement. This book is designed to provide both school administrators and teachers with information and inspiration about what goes into being an effective teacher. Chapter 1 describes a variety of memorable

IDENTIFIERS- *Finland; *Netherlands; Reform Efforts

Current educational reforms encompass increasing freedom of parental choice. Parental choice is seen as a stimulus for school improvement and school quality control. One of the central thoughts behind freedom of parental choice is that the quality of education will increase when the educational system has to act using market mechanisms, in which the principle of "demand and supply" prevails and where competition becomes a major feature of the educational system. This study focused on the relative importance of parents' reasons for school choice, hoping to provide insight into how reasons for school choice are imbedded within cultural contexts. Data were gathered regarding the reasons 244 Dutch and 244 Finnish parents choose schools. Results show that people from both countries emphasize social education as a leading reason for choosing a school and that academic achievement and religious values are seen as least important. It is recommended that research on reasons for school choice should pay more attention to social factors influencing school choice than to issues of academic achievement. (Contains 21 references.) (RT)

ED 462 751 EA 031 605

Hsieh, Chang-Tai; Urquiola, Miguel
When Schools Compete, How Do They Compete? An Assessment of Chile's Nationwide School Voucher Program. Occasional Paper.
SPONS. AGENCY- Smith Richardson Foundation, Inc., Greensboro, NC.
PUB DATE- 02
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Vouchers; Elementary Secondary Education; Enrollment Trends; Foreign Countries; Private Schools; Public Schools; *School Choice; School Demography
IDENTIFIERS- *Chile

In 1981, Chile introduced nationwide school choice by providing vouchers to any student wishing to attend private school. As a result, more than 1,000 private schools entered the market, and the private enrollment rate increased by 20 percentage points, with greater impacts in larger, more urban, and wealthier communities. Using differences across roughly 300 municipalities, this paper shows that the first-order effect of this program was increased sorting, as the "best" public-school students switched to the private sector. A simple method was used to make the more general point that if choice leads to sorting, then one cannot determine its impact on achievement solely by assessing whether public schools improve in response to competition or by measuring whether students benefit from attending private schools. Rather, one has to look at changes in aggregate outcomes in entire educational markets. Finally, using test scores, repetition rates, and grade for age as measures of achievement, no evidence was found that the large reallocation of students from public to private schools improved average educational performance in Chile. (Contains 48 references, 12 tables, and 12 figures.) (Author/RT)

ED 462 752 EA 031 606

Figlio, David; Ludwig, Jens
Sex, Drugs, and Catholic Schools: Private Schooling and Non-Market Adolescent Behaviors. Occasional Paper.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Div. of Science Resources Studies.; American Educational Research

DC.

PUB DATE- 01

NOTE- 260p.; For the Fiscal Year 2000 edition, see ED 450 508.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Ancillary School Services; *Disabilities; Educational Practices; Elementary Secondary Education; Federal Programs; Grants; Higher Education; Preschool Education; *Professional Development; Special Education; *Special Education Teachers; Staff Development; *Teacher Education; Theory Practice Relationship

IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997; *Office of Special Education Programs

This book is a directory of about 1,100 discretionary projects supported by the Office of Special Education Programs and focuses on projects concerned with personnel preparation. This second volume of four total presents projects designed to help address state-identified needs for qualified personnel in special education, related services, early intervention, and regular education to work with children with disabilities and to ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, that are needed to serve these children. Projects are grouped within the specific programs and competitions under which they were funded. Provided for each listing is the following information: grant number, project title, project director, address and other contact information, beginning and ending dates, and an abstract presenting the project's intended purpose, method, and products. Four indexes enhance access: a project director index, an organization index, a state index, and a subject index. (DB)

ED 462 772 EC 308 834

Orkwis, Ray; DeCarme, Judi; Glover, Jeanne

Technical Assistance, Dissemination, Parent Information, and State Improvement. Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 2001.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 01

NOTE- 198p.; For the Fiscal Year 2000 edition, see ED 450 509.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Change Strategies; Compliance (Legal); *Disabilities; Early Childhood Education; Early Intervention; Education Work Relationship; Educational Practices; Elementary Secondary Education; *Federal Aid; Federal Legislation; Federal Programs; Grants; Information Dissemination; Knowledge Base for Teaching; *Parent Education; Preschool Education; Professional Development; Program Descriptions; Program Improvement; Research and Development; *Special Education; State Federal Aid; State Programs; *Technical Assistance; Theory Practice Relationship; Transitional Programs

IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997;

ED 462 788 EC 308 853

Fresen, Sue, Ed.; Wilson, Kelly, Ed.
American Government. Teacher's Guide and Student Workbook . Parallel Alternative Strategies for Students (PASS).
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Instructional Support and Community Services.
PUB DATE- 00
NOTE- 403p.; Course No. 2106310. Part of the Curriculum Improvement Project funded under the Individuals with Disabilities Education Act (IDEA), Part B.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Accommodations (Disabilities); Academic Standards; American Studies; Civics; *Civil Rights; *Constitutional History; Constitutional Law; Curriculum; *Disabilities; Government (Administrative Body); Inclusive Schools; Instructional Materials; Remedial Instruction; Secondary Education; Slow Learners; Social Studies; State Curriculum Guides; Teaching Guides; Textbooks; *United States Government (Course); *United States History; Units of Study
IDENTIFIERS- *Florida

This teacher's guide and student workbook are part of a series of content-centered packages of supplemental readings, activities, and methods adapted for secondary students who have disabilities and other students with diverse learning needs. Parallel Alternative Strategies for Students (PASS) materials are designed to help those students succeed in regular education content courses. The content in PASS differs from standard textbooks and workbooks in several ways: simplified text, smaller units of study, reduced vocabulary level, increased frequency of drill and practice exercises, less cluttered format, and presentation of skills in small, sequential steps. The material is designed to supplement state-adapted textbooks and other instructional materials. Both texts correlate to Florida's Sunshine State Standards and are divided into the following 10 units of study: (1) structure and function of government; (2) foundations of American government; (3) the federal system of American government; (4) the three branches of government; (5) influencing government; (6) civil rights; (7) government transformation in the 1920s and 1930s; (8) domestic policy and foreign affairs; (9) the politics of a democracy; and (10) personal involvement. For each unit, the teacher's guide includes a general description of the unit's content and the unit's focus, provides suggestions for enrichment, and contains an assessment to measure student performance. Appendices in the guide describe instructional strategies, list enrichment suggestions, contain suggestions for specific strategies to facilitate inclusion, and contain a chart describing standards and benchmarks. The student workbook contains vocabulary, an explanation of content, and practice exercises designed to evaluate comprehension.(Contains 10 references.) (CR)

ED 462 789 EC 308 855

Fresen, Sue, Ed.; Goldstein, Jeren, Ed.
English I. Teacher's Guide and Student Workbook . Revised. Parallel Alternative Strategies for Students (PASS).

(141)
DESCRIPTORS- *Disabilities; Diversity (Student); *Early Intervention; Graduate Students; Higher Education; Infants; *Interdisciplinary Approach; *Masters Degrees; Material Development; Minority Groups; Personnel; Preschool Children; Preschool Education; *Preservice Teacher Education; Program Development; Special Education; Toddlers; Training Methods
IDENTIFIERS- University of Pittsburgh PA

This final report summarizes the objectives, activities and outcomes of a federally-funded project designed to improve the quality of graduate-level preservice training for personnel who serve children with disabilities aged birth through 5. Among other things, the project developed a Master of Education Program in Early Intervention (birth to age 5). The program consisted of three components: (1) the Early Intervention M.Ed. Core; (2) Additional Coursework for the Early Childhood Education Certificate; and (3) Additional Coursework for the Special Education Certificate. The project was also designed to incorporate two certification options within this Early Intervention Program focusing on: (1) Early Childhood Education; and (2) Special Education. A total of 17 students were supported by the grant, 12% of whom were from underrepresented groups. Fifteen of these students completed their graduate work and 14 went on to work with students with disabilities in either early intervention or school-aged programs after graduation. Processes were developed through which faculty from multiple disciplines designed and regularly reviewed interdisciplinary coursework. Six video-based assignments for two methods courses were designed by a six-member interdisciplinary committee to assist with more authentic competency acquisition. Additionally, students were asked to compile comprehensive portfolios to demonstrate their competency at the end of the program, which proved to be a successful alternative to taking comprehensive examinations. (SG)

ED 462 805 EC 308 881

Catlett, Camille, Comp.; Winton, Pamela J., Comp.; Parrish, Rosalie N., Comp.; White, Cindy, Comp.
Walking the Walk: A Guide to Diversity Resources for Trainers.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- 01
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Agency Cooperation; Community Programs; *Cultural Pluralism; *Diversity (Faculty); *Diversity (Student); Early Childhood Education; Family Involvement; Higher Education; Inservice Teacher Education; Instructional Materials; Integrated Services; Personnel; Preservice Teacher Education; *Professional Development; Staff Development; *Training Methods

This resource guide contains an annotated listing of high quality resources, including videotapes, books, curricula and other materials, that can be used to assist in developing a more diverse and better prepared workforce to serve infants, toddlers, children and families. It includes: (1) materials that can be used to recruit and support culturally and linguistically diverse students and faculty in higher

This publication contains a step-by-step guide for implementing an energy-saving project in local school districts: the installation of newer, more energy-efficient "T-8" fluorescent tube lights in place of "T-12" lights. Eleven steps are explained in detail: (1) find out what kind of lights the school district currently uses; (2) form a group to work on the project; (3) prepare for a meeting to tell people about the project and to get more people involved in helping; (4) hold a good meeting; (5) do the necessary investigation to find out about the school district's energy use and how much energy the school district could save; (6) figure out how much energy and money the school district can save and how much pollution it can prevent; (7) build a coalition of supportive people to help convince the school district to make the changes; (8) approach the school board and encourage them to make these energy-saving changes happen in the district; (9) follow-up with the school district to encourage them to make this happen (not just shelve it); (10) celebrate for helping the school district save lots of energy and money and help to save the planet; and (11) start another project. (AA)

ED 462 825   EF 006 055

Arguello, Martha; Campbell, Kelly; Kegley, Susan; Olle, Teri; Porter, Catherine; Undem, Melanie
Healthy Schools Campaign Pesticide Action Kit = Campana de Escuelas Saludables Paquete de Accion Pesticida.
SPONS. AGENCY- California Endowment, Woodland Hills.; California Wellness Foundation.; Clarence T. Heller Charitable Foundation, San Francisco, CA.; Richard and Rhoda Goldman Fund, San Francisco, CA.
PUB DATE- 01
NOTE- 51p.; This kit is a joint project of the Healthy Schools Campaign. Member organizations include California Public Interest Resource Group, Pesticide Action Network North America, Pesticide Watch Education Fund, Physicians for Social Responsibility and Women's Cancer Resource Center. Some material was adapted from publications by Beyond Pesticides and the Los Angeles Safe Schools Coalition, David L. Klein Jr. Foundation, and Morris Family Foundation. Pesticide information online not available in Spanish.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Guidelines; *Hazardous Materials; *Pesticides; Public Schools; School Safety
IDENTIFIERS- Action Plans; Integrated Pest Management

This English/Spanish informational kit contains resource materials that school administrators and parents can use to take full advantage of the Healthy Schools Act of 2000 and help them eliminate hazardous pesticide use around their schools. The kit looks at how to organize community interest in least-toxic Integrated Pest Management policy, and it presents resources on the toxicity and health impacts of pesticides applied in schools. The kit's informational sheets are as follows: "What is the Healthy Schools Act?"; "Ten Steps to a Healthy School;" "Notification: Your Right to Know"; "Sample School Policy"; "Kids at Risk: Pesticides & Children's Health"; "What Are the Alternatives"; "Hazards of Common Pesticides"; and "Pesticide Information Online"; and "Additional Resources."

Logical Problem of Language Variation" (Dennis R. Preston). (Papers contain references.) (SM)

ED 462 845 FL 027 184

Wu, Siew-Rong
The Writing-Reading Connection: A Pamphlet Project at Yang-Ming University.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Critical Thinking; *Cultural Awareness; *English (Second Language); Feedback; Foreign Countries; Higher Education; Nonfiction; Reading Instruction; Reading Skills; *Reading Writing Relationship; Second Language Learning; Writing Instruction; Writing Skills

This project emphasized the writing-reading connection in the English as a Foreign Language (EFL) curriculum, noting the effects of integrating nonfiction reading about culture into writing tasks and investigating reading-for-writing activities that functioned as an extension from the EFL classrooms to the outside world. The project occurred in a freshman English reading and writing class at a Taiwanese university. Students were taught skills in research, notetaking, summarizing, paraphrasing, synthesizing, writing for an audience, writing in a neutral tone, using the computer for word processing and information searching, and APA documentation style. A theme on Chinese, aboriginal, or other cultures was established to enhance cross-cultural communication and examine how cultural background and literacy context affected reading comprehension and writing skills. Students collected data and created a pamphlet using these skills, which functioned as an extension of the EFL classroom into the real world. Critical thinking in both reading and writing was facilitated and emphasized during all the reading and writing processes. Teacher and peer feedback were an integral part of the process. Students improved their own proficiencies as they provided feedback to peers. These various interactive procedures were very helpful in students' learning processes. (Contains 10 references.) (SM)

ED 462 846 FL 027 185

Chien, Yu-chuan
Starting with Predictable Stories: EFL Children's Oral and Literacy Development.
PUB DATE- 00
NOTE- 13p.; Paper presented at the International Symposium on English Teaching (9th, Taipei, Taiwan, November 10-12, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; *Childrens Literature; Early Childhood Education; *Emergent Literacy; *English (Second Language); Foreign Countries; Kindergarten Children; *Oral Language; Parent Attitudes; Parent Influence; *Reading Skills
IDENTIFIERS- China; *Predictable Books; Predictive Reading

This study investigated the effect of using predictable stories as reading materials on the oral and emergent literacy development of English-as-a-Second-Language (ESL) beginners. A child-centered, literature-based curriculum integrating whole and an inexperienced writer in both Japanese and English (Ume). Profiles were based on participants writings in Japanese and in English. Participants also completed interviews. Results found that all three participants had gone through the Japanese education system, and all three had rarely practiced writing in Japanese classes. They all had positive attitudes toward writing in Japanese, but only Hana had a positive attitude toward writing in English. Though their composing processes in Japanese differed somewhat, all three also had some of the characteristics of good Japanese writers. Hana was the only one who continued to write in English. Her English composition was comparable to her Japanese composition except that she wrote an outline or list of ideas before writing in English and paid more attention to accuracy. Interview questions are attached. (Contains 34 references.) (SM)

ED 462 868 FL 027 209

Angelova, Maria
Impact of the Use of Bulgarian Mini-Lessons in a SLA Course on Teachers' Beliefs.
PUB DATE- 02
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beliefs; *Bulgarian; Educational Theories; Elementary Secondary Education; *English (Second Language); Graduate Students; Higher Education; *Knowledge Base for Teaching; Masters Degrees; Preservice Teacher Education; *Second Language Instruction; *Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- Teachers of English to Speakers of Other Languages

This study examined the use of mini-lessons in a less common language as a pedagogical tool to demonstrate different language learning theories, concepts, and methods, thus increasing students' knowledge base and changing their beliefs about language learning. The study involved students from a Master's Degree TESOL program enrolled in a course on second language learning pedagogy. Students had no theoretical background in second language acquisition (SLA) when they enrolled. Ten mini-lessons in Bulgarian, the instructor's native language, were taught during the semester to demonstrate different concepts in SLA and methods of English language teaching. Data collection involved student journals; classroom discussions; focus group discussions; and a pre/post survey that examined changes in students' knowledge base and beliefs and how they believed the mini-lessons helped them understand concepts and processes. Results indicated that the Bulgarian mini-lessons provided teacher trainees with a springboard to explore different aspects of the SLA process and thus improve both content knowledge and pedagogical content knowledge. The language experience proved valuable as both a cognitive and an affective exercise and as a pedagogical tool. Changes in students' beliefs about the process of SLA were noted. (Contains 12 references.) (SM)

ED 462 869 FL 027 210

Myers, James L.
A Study of English Majors' Preferences in Invention.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English

Cooper, Joanne E., Ed.; Stevens, Dannelle D., Ed.
Tenure in the Sacred Grove: Issues and Strategies for Women and Minority Faculty. SUNY Series in Women in Education.
PUB DATE- 02
NOTE- 253p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Career Development; *College Faculty; *Females; Higher Education; *Minority Group Teachers; Professional Development; Teaching (Occupation); *Tenure

Designed to help women and minority college faculty navigate a path to tenure, this book looks at the political, scholarly, personal, and interpersonal issues. The chapters of part 1, Surveying the Landscape of the Sacred Grove, are: (1) The Journey toward Tenure (Joanne E. Cooper and Dannelle D. Stevens); (2) Case Studies: Learning from Others (Joanne E. Cooper and Jacqueline B. Temple); (3) Making the Persuasive Tenure Case: Pitfalls and Possibilities (Phyllis Bronstein and Judith A. Ramaley); and (4) Tenure and Academic Freedom in the Academy: Historical Parameters and New Challenges (William G. Tierney). Part 2, Faculty as Individual Learners: Sharing Personal Perspectives, contains: (5) Finding a Home in the Academy: Confronting Racism and Ageism (Joanne E. Cooper, Anna M. Ortiz, Maenette K. P. Benham, and Mary Woods Scherr); (6) Balancing Work and Family (Michelle Collay); (7) Coping with Feelings of Fraudulence (Janice Koch); (8) The Caged Bird Sings: On Being Different and the Role of Advocacy (Barbara K. Curry); and (9) Resisting Common Injustice: Tenure Politics, Department Politics, Gay and Lesbian Politics" (Patricia M. McDonough). Part 3, The Process of Getting Tenure: Advice along the Way, contains: (10) Writing and Publishing (Sandra Hollingsworth); (11) Teaching: Academic Whitewater Rafting (Joanne E. Cooper and Sheryl E. Nojima); (12) Outreach in a New Light: Documenting the Scholarship of Application (Pennie G. Foster-Fishman and Dannelle D. Stevens); (13) Reflecting on Your Journey: How To Keep a Professional/Personal Journal (Dannelle D. Stevens and Joanne E. Cooper); and (14) Conclusion: Composing an Academic Life (Joanne E. Cooper and Dannelle D. Stevens). An appendix, titled Tattered Covers, contains an annotated bibliography of 18 sources. (Each chapter contains references.) (SLD)

ED 462 891 HE 034 762

Hirsch, Werner Z., Ed.; Weber, Luc E., Ed.
Governance in Higher Education: The University in a State of Flux.
PUB DATE- 01
NOTE- 204p.; Published by Economica Ltd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Administration; Educational Change; *Governance; Higher Education; *Research Universities; *Social Change

This book explores the dimensions of university governance in research-intensive universities, seeks to develop cogent governance principles, and offers initiatives and recommendations. Papers were prepared as background for a conference to be held in January 2000 in Del Mar, California. Part 1, Missions and Responsibilities of Research Universities, contains: (1) The University at the Millennium: Missions and Responsibilities of Research Universities (Frank H. T. Rhodes). Part 2, Status and Recent Trends in the Governance of

Inservice Instructors: Aspects toward a Nurturing, Creative Learning Environment.
PUB DATE- 01
NOTE- 7p.; In: Proceedings of SITE 2001: Society for Information Technology & Teacher Education International Conference (12th, Orlando, FL, March 5-10, 2001); see ED 457 820.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Educational Technology; *Faculty Development; Higher Education; *Inservice Teacher Education; *Instructional Design; Preservice Teacher Education; *Teacher Attitudes
IDENTIFIERS- Authentic Learning; *Supportive Learning Environments; *Technology Implementation; Technology Utilization

Professional development opportunities must offer a learning environment that creates a nurturing, creative, successful atmosphere for the learners. Instructional design models, learning styles, and technology implementation strategies impact this supportive environment. This paper discusses the importance of such a learning environment for professional development of preservice and inservice instructors. Suggestions include multiple-session technology classes and providing authentic learning situations in training for using technology. (MES)

ED 462 913 IR 021 067

Henry, Anne; Crawford, Caroline M.
Designing Metaphorically Appropriate Graphics for a PT3 World Wide Web Site.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Graphics; *Computer Mediated Communication; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Federal Aid; Graphic Arts; Higher Education; Preservice Teacher Education; *World Wide Web
IDENTIFIERS- *Learning Communities; Technology Utilization; University of Houston Clear Lake TX; *Web Site Design; Web Sites

This paper describes the design and development of a World Wide Web site associated with a Preparing Tomorrow's Teachers to Use Technology (PT3) grant that was awarded to the University of Houston at Clear Lake (Texas) by the U.S. Department of Education. The Web site that created the electronic community (e-community) was to meet the needs and desires of numerous partners within the grant structure, such as the teacher candidates, mentor teachers, PreK-12 grade level students, school district administrators, university faculty, and grant team members. Through the graphic artist's design skills, the creation of metaphorically appropriate graphics for the Web site became an exemplary community building graphic mediator that offered visual support towards the creation of a Web-based community. (Author/MES)

ED 462 914 IR 021 068

activities. Preinstructional and exploratory activities elicit and challenge students' alternative conceptions. Having set the context for formal instruction, simulations then can be used to learn new concepts in the invention phase of the learning cycle. The purpose of this case study was to develop, administer, and collect student data on learning cycle lessons that use simulations in all phases of the cycle. Fourteen upper elementary and 17 middle school science students were observed, along with their teacher, using simulations as they engaged in learning cycle lessons revolving around river ecosystems. It was found that with the specific guidance in simulations such as "Exploring the Nardoo," students perform better. Simulations can be used again to apply newly learned concepts in different contexts in the expansion phase of the learning cycle. An example of a learning cycle using simulations in all phases is appended. (Contains 36 references.) (MES)

ED 462 933 IR 021 091

Hinson, Janice; Daniel, Cathy
Connecting across Many Divides: Digital, Racial, and Socio-Economic.
PUB DATE- 01
NOTE- 9p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Computer Attitudes; *Computer Uses in Education; Demography; Economically Disadvantaged; Grade 4; Intermediate Grades; *Internet; Interviews; Poverty Areas; Student Surveys; Teacher Surveys; Technology Integration; *Television
IDENTIFIERS- Access to Technology; *Digital Divide; Louisiana; Parent Surveys; *Technology Utilization

As Internet usage increases nationally, it becomes more apparent that the Digital Divide (the gap between those who have information access and those who do not) is related to demographics. Although the number of low income and ethnic households that have Internet access is increasing, the Digital Divide is expected to widen because access continues to be tied to income. WISH (WorldGate Internet School to Home) gives students, parents and teachers Internet access through a television set and a cable set-top converter. No computer, modem, or telephone line is needed. In this way, WISH TV is unique because it allows users to access the Internet through their television sets and as a result, extends Internet availability to virtually all children in their homes. This is especially important for students whose socio-economic status inhibits Internet access through any other means. This article focuses on the effects of WISH TV on fourth grade students' behavior, attitudes, and motivation in the community of Belle Rose, Louisiana. Data were gathered through guided interviews with 15 students, their parents, the four fourth grade teachers, and the principal. Interview questions focused on: how teachers are integrating WISH TV into their teaching practices; how students and parents are using WISH TV at home; and what changes teachers, parents, and students have noted since the program began. (MES)

ED 462 934 IR 021 092

Preparing Tomorrow's Teachers To Use Technology grant.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Computer Uses in Education; Cooperative Learning; Curriculum Development; *Educational Change; *Educational Technology; Elementary Education; Higher Education; Instructional Development; Instructional Leadership; Junior High Schools; Models; *Partnerships in Education; Preservice Teacher Education; Qualitative Research; *Student Attitudes; *Teacher Attitudes; Teacher Collaboration; Teaching Methods
IDENTIFIERS- *Technology Implementation

This qualitative study reports on Arizona Classrooms of Tomorrow Today (AZCOTT), a component of a Preparing Tomorrow's Teachers To Use Technology project. In conjunction with five partner school districts, Arizona State University West developed five technology-rich K-8 classrooms to serve as models for preservice students and university instructors. This study report describes changes occurring as the AZCOTT teachers learn to teach in technology-rich classrooms. Findings are presented related to: teacher change, including teaching methods, curriculum, leadership, teacher collaboration; and student change, including student engagement, student noise, student disposition toward learning, student collaboration, and students as helpers and coaches. Factors supporting change are discussed. Finally, the researchers discuss the progress made toward using these classrooms as models for preservice students. (MES)

ED 462 954 IR 021 113

Dijkstra, Sanne; Collis, Betty; Eseryel, Deniz
Instructional Design of WWW-Based Course-Support Environments: From Case to General Principles.
PUB DATE- 99
NOTE- 9p.; In: ED-MEDIA 99 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (11th, Seattle, Washington, June 19-24, 1999); see ED 446 728.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Educational Technology; *Educational Theories; Higher Education; *Instructional Design; Instructional Materials; Material Development; Online Systems; World Wide Web

This paper describes the design of a World Wide Web-based course support environment for a course in instruction design theories. An overview of how the environment was used as part of the course experience is given, and the student evaluation of the course is summarized. The paper concludes that such a course-support environment can extend the teaching and learning process, if well designed, by bringing added self responsibility. Such a tool is not seen as replacing the instructor, but extending him or her. The design of the environment should reflect this. Although this paper describes the particular case of a course about instructional design, it argues that the conclusions can be valid for courses of a variety of disciplines and instructional approaches. One figure shows the roster of the "Instructional Design Theories" course research on the impacts of information technology to inform key policy decisions. The report is divided into five main sections. The first section identifies and discusses 10 critical information technology transformations that will affect how citizens: communicate; store and access information; become healthier and receive proper medical care; learn; conduct business; work; design and build things; conduct research; sustain a livable environment; and manage government in the next millennium. A table showing the 10 transformations with their challenges and benefits concludes the section. The second section focuses on setting Federal R&D priorities and presents these findings, followed by recommendations: total Federal information technology R&D investment is inadequate; Federal information technology R&D is excessively focused on near-term problems; and the Federal information technology R&D funding profile is incomplete. Four areas of overall research agenda particularly need attention and must be a major part of a strategic initiative in long-term R&D: software, scalable information infrastructure, high end computing, and socioeconomic impact. These areas are detailed in the third and fourth sections, with findings and recommendations provided for each area. The last section focuses on creating an effective management structure for Federal information technology R&D and discusses: agency roles; policy and coordination of information technology R&D; support and implementation; annual review; and funding. A sidebar addresses the question "Can the proposed increases be invested effectively?" A sidebar that follows the Executive Summary presents a rationale for Government support of long term, fundamental research. (AEF)

ED 462 973 IR 021 133

Resolving the Digital Divide: Information, Access, and Opportunity. Conference Report (Washington, DC, October 19, 1999).
SPONS. AGENCY- International Business Machines Corp., White Plains, NY.; 3Com Corp., Santa Clara, CA.; American Telephone and Telegraph Co., Morristown, NJ.; MCI WorldCom, Arlington, VA.
PUB DATE- 00
NOTE- 25p.; Produced by the President's Information Technology Advisory Committee. Also funded by Microsoft, Qualcomm, Intel, and Hughes Electronics. NCO's previous name was National Coordination Office for Computing, Information, and Communications.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Computers; Access to Information; American Indians; Blacks; Conferences; Demography; *Disadvantaged; Federal Aid; Federal Government; Hispanic Americans; *Information Technology; Minority Groups; Socioeconomic Status; Users (Information)
IDENTIFIERS- United States

This report represents the findings and recommendations of the "Resolving the Digital Divide: Information, Access, and Opportunity" conference, the first in a series of conferences designed to provide feedback to the President's Information Technology Advisory Committee (PITAC) on issues of the digital divide. Conference panelists were a diverse group of African American, Native American, and Hispanic expert policymakers and practitioners who were asked to discuss both findings and recommendations based on their experiences in working to resolve the digital divide. Panelists from the conference services; (2) providing opportunities for excellence in learning through accessible, high-quality educational experiences; (3) enhancing the performance of faculty and staff through opportunities and incentives; (4) improving productivity and responsible use of all available resources through a comprehensive planning and management system; (5) providing an attractive, flexible, and accessible educational facility that enhances the quality of life in the community; (6) enhancing the effectiveness of the college through appropriate planning, research, marketing, and resource development; (7) strengthening the partnership between the college and the community through programs and services; (8) integrating technology in all aspects of the college's operation; and (9) encouraging an appreciation and understanding of diversity by providing programs and services that respond to the diversity within the community. Critical success factors and performance measures are also listed. Planning calendar, planning model, and a list of planning council members are included. (CJW)

ED 462 991 JC 020 055

San Antonio College Academic Program Review. Revised 2001.
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; College Faculty; Community Colleges; Curriculum Design; *Educational Assessment; Evaluation Methods; *Program Evaluation; Teacher Role; Two Year Colleges
IDENTIFIERS- *San Antonio College TX

San Antonio College, a college of the Alamo Community College District, develops a system of academic program review in order to ensure effective and efficient delivery of the instructional services provided at the institution. This document provides guidelines on completing a program review. Through the review, the college aims to produce the following results: (1) provide opportunity for the self-evaluation of the program by the faculty; (2) identify program needs and inform faculty and stage development; (3) establish a procedure for the systematic improvement of programs; (4) assist in curriculum and staff development; (5) ensure quality programs; and (6) suggest means of appropriately allocating the resources of the institution. The review is designed to situate the assessment and evaluation of programs from multiple perspectives. Therefore, it involves multiple levels of faculty and administrators in the process: the departmental committee, the departmental chair, the divisional dean, the college program review committee, the college program review committee, and the executive vice president. Each of these units participates in a different capacity in reviewing the program and developing a final review report. The program review report consists of two parts: the report proper and the supporting documentation. A template of the review report is provided in this document. (GC)

ED 462 992 JC 020 201

Conklin, Karen A.
Follow-Up of JCCC Career Program Completers: Class of 1999-2000.

obtained between 1995 and 2000 to determine if any trends are evident. The survey samples ranged from 4,760 in 1995 to 3,943 in 2000 (response rates ranged from 16% to 22%). Findings included: (1) there was a slight downward trend in the ratings over the past 4 years, from a mean rating of 4.3 to 4.1 (1 meaning "poor" and 5 meaning "excellent"); (2) the greatest percentage of new student respondents liked the following aspects of JCCC best over a 3-year period: low cost (42%), small class sizes (range 34 to 42%), and location (range 27 to 30%); (3) from 1995 to 2000, at least one-third of all new students intended to transfer to another college or university; (4) the transfer objective was most prevalent among new student respondents of age 24 or younger; (5) from 1995 to 2000, the percent of total new student respondents with career-related objectives ranged from 40% to 48%; (6) mean influences on decision-to-attend values exhibited little variability over the 6 years; and (7) the percent of female respondents over the 6-year period ranged from 61% to 68%. Contains 19 figures and 13 tables. Survey instrument appended. (NB)

ED 463 012 JC 020 229

Sullivan, Leila Gonzalez
The Learning Object Economy: Will Your College Be Ready?
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Colleges; *Computer Assisted Instruction; Computer Uses in Education; Distance Education; *Educational Technology; Educational Trends; *Futures (of Society); *Learning Strategies; Long Range Planning; Nontraditional Education; *Technology; Two Year Colleges

This paper addresses the issue of future educational technology and where community colleges will position themselves in this new world of learning. In December of 2000, the U.S. Department of Education's Web-Based Education Commission issued its final report, "The Power of the Internet for Learning: Moving from Promise to Practice." The report called on the new Congress and the incoming Bush administration to "embrace an 'e-learning' agenda as the centerpiece of our nation's federal education policy." Online courses at colleges and universities have, however, given rise to questions about quality control, transferability, territorial imperatives, and similar issues. This leads to the issue of establishing standards in computer-based instruction. The author, in addressing this concern, discusses learning objects, which can take the place of text materials in the form of text, audio, visual, graphics, or any combination of the above. Ideally, the learning objects are accessible, adaptable, interoperable, reliable, reusable, durable, and affordable. The learning object must also have a metadata tag that supplies information for classifying and locating the item. In addition, learning objects must be created in such a way that they interact appropriately with any Learner Management System. (NB)

ED 463 013 JC 020 230

Geltner, Peter
The Characteristics of Early Alert Students, Fall 2000.
PUB DATE- 01
NOTE- 11p.

Markets. Working Papers = Arbeitspapiere.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 00
NOTE- 44p.; Funded under the Targeted Socio-Economic Research program (TSER) as part of "A Comparative Analysis of Transitions from Education to Work in Europe" (CATEWE). For another working paper, see ED 461 733.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Education; Cross Cultural Studies; Cultural Differences; Developed Nations; *Education Work Relationship; *Employment Opportunities; Employment Patterns; Employment Problems; *Entry Workers; Foreign Countries; Job Training; *Labor Market; Outcomes of Education; Postsecondary Education; Secondary Education; Unemployment; *Vocational Education; Young Adults; *Youth Employment
IDENTIFIERS- *Europe

Education is the main resource for obtaining employment for young people entering the labor market. European countries differ widely in the institutional structure of their education and training systems and labor markets in that different resources are provided to school-leavers entering into working life in different countries and these new job-seekers face varying institutional and economic contexts in labor markets. The crucial role of educational qualifications for successful labor market entry in 12 European countries in the mid-1990s was analyzed, drawing on the 1992-97 European Community Labour Force Survey. The goal of the study was to gauge the extent to which cross-national differences in labor market outcomes for market entrants can be related to institutional differences between countries in qualification profiles of school-leavers and differences in the relationship between qualifications and early labor market outcomes. Unemployment and occupational allocation as two major dimensions of early labor market outcomes were analyzed, applying multilevel modeling to a database of repeated comparative cross-sectional surveys. The results indicate that institutional differences in both education and training systems and labor markets play a major role in explaining cross-national differences in the experiences of young people entering the labor market in European countries, even after accounting for the effects of variation in economic conditions and other unmeasured heterogeneity between countries and types of qualifications. (Contains 79 references.) (Author/KC)

ED 462 545 CE 082 855

Warren, Bernie
Knowing Laughter: What Do Clown-Doctors Know and How Do They Learn To Do What They Do? NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Personnel; Developed Nations; *Educational Needs; Foreign Countries; Hospitals; Humor; Informal Education; *Job Training; Nonformal Education; *Occupational Information; Postsecondary Education; *Professional Development

Contact information is listed for each practice. Representative specific program topics are the following: (1) business and industry recognize students' high achievement; (2) school raises expectations to improve student achievement; (3) students excel in award-winning communication program; (4) 3-year program at an inner-city high school produces certified computer-systems engineers; (5) experiences in high tech manufacturing inspire geometry students to work harder; (6) writing across the curriculum as a strategy to improve student performance; (7) Oklahoma City students excel with help of six career clusters; (8) career clusters part of effort to boost graduation requirements; (9) teachers learn employers' expectations through workplace internships; (10) teachers make real-world assignments based on workplace experiences; (11) "home sweet home": an integrated community-service project; (12) rigorous senior projects bring real-world topics into focus; (13) student-produced magazine a good project for other schools; (14) project-based learning as a "way of life" at South Carolina high school; (15) PRIDE Days introduces students to education and career opportunities; (16) extra-help system makes higher standards accessible; (17) ninth-grade program helps students catch up to peers; (18) data point way to school improvement, recognition; and (19) findings by technical assistance team lead to successful school improvement. (YLB)

ED 462 561 CE 082 956

Case Study: Gilmer County High School, Glenville, W. Va.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 14p.; Part of the High Schools That Work (HSTW) Initiative. Also funded by the U.S. Department of Education's Comprehensive School Reform Demonstration Project. For other case studies, see CE 082 957-964 and UD 034 827.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; Block Scheduling; Case Studies; Classroom Techniques; Community Support; *Education Work Relationship; *Educational Change; *Educational Improvement; Graduation Requirements; High Schools; Instructional Leadership; Mathematics Instruction; Program Improvement; School Guidance; Staff Development; Teacher Administrator Relationship; Teacher Collaboration; *Vocational Education; Writing Across the Curriculum
IDENTIFIERS- *High Schools That Work; Southern Regional Education Board

A group of dedicated teachers in Gilmer County High School, Glenville, West Virginia (WV), worked with school administrators to make far-reaching changes to prepare all students for further study and the workplace. With their experiences from High Schools That Work workshops and help from a WV Department of Education representative, educators began a process to write a plan that would focus on higher achievement for all students. To improve student achievement, school leaders raised graduation requirements; replaced the general track by designing a challenging curriculum; developed programs of study; allowed eighth graders to take algebra; prepared teachers to raise classroom expectations through applied learning strategies; upgraded technology; switched to block scheduling; and provided professional development. Further plans were to improve the mathematics curriculum; train

DESCRIPTORS- Academic Standards; Adult Basic Education; Adult Literacy; American Indians; Beginning Reading; Definitions; Early Childhood Education; Educational Resources; Elementary Education; English (Second Language); *Family Literacy; Family Programs; Family School Relationship; Indigenous Populations; Instructional Development; Integrated Curriculum; *Intergenerational Programs; Learning Activities; *Literacy Education; National Organizations; Organizational Development; *Organizational Objectives; Parent Child Relationship; Parent Role; Parents as Teachers; Pilot Projects; Program Development; Reading Skills; Resource Materials; Skill Development; Standard Setting; Transfer of Training; *Welfare Rec *Equipped for the Future; Even Start; Hawaii; Maine; Missouri; North Carolina; South Carolina; Washington

IDENTIFIERS- *Equipped for the Future; Even Start; Hawaii; Maine; Missouri; North Carolina; South Carolina; Washington

This newsletter reports on the activities of Equipped for the Future (EFF), which is a National Institute for Literacy initiative. EFF helps Temporary Assistance for Needy Families (TANF) recipients build the skills needed to balance work and home and make a successful transition to work. The article "EFF Frames Family Literacy Programs" defines family literacy as services integrating the following activities: (1) interactive literacy activities between parents and their children; (2) training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; (3) parent literacy training that leads to economic self-sufficiency; and (4) an age-appropriate education to prepare children for success in school and life experiences. The article "EFF in a Family Literacy Classroom" explains how teachers and learners can use the 16 EFF literacy education content standards for the following purposes: (1) design meaningful, real-world learning activities; (2) observe and document evidence of mastery of the standards in class; and (3) collect evidence of transferring skills into real-life contexts. Other articles in the newsletter examine the following topics: the role of reading in EFF; EFF activities in Hawaii, Maine, Missouri, North Carolina, South Carolina, and Washington; and services and online resources available from EFF. (MN)

ED 462 578   CE 082 993

Drogosz-Zablocka, Elzbieta; Izycka, Halina; Trzeciak, Wlodzimierz
Continuing Vocational Training (CVT).
PUB DATE- 98
NOTE- 60p.; Corporate source is Task Force for Training and Human Resources, Cooperation fund.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Education; Adult Education; Adult Educators; At Risk Persons; *Career Guidance; *Continuing Education; Developed Nations; Distance Education; Economic Change; Economic Impact; *Educational Finance; Educational Legislation; Educational Needs; Foreign Countries; *Government Role; Government School Relationship; Institutional Cooperation; Integrated Curriculum; International Educational Exchange; Job Skills; Labor Force Development; Labor Market; Mining; Postsecondary Education; Reentry Workers; Retraining; Small Businesses; Teacher Education; *Unemployment; *Vocational Education

IDENTIFIERS- *Poland

Polish continuing education (CE) includes education, further literacy standards pertaining to the following aspects of family literacy programs/projects: (1) effective communication; (2) philosophy; (3) participant and community involvement; (4) content; (5) access; (6) recruiting and supporting participants; (7) staffing; (8) working with volunteers; (9) family support services; (10) assessment; (11) administration; and (12) funding. An alphabetical listing of standards and list of Best Practices Committee members are appended. (MN)

ED 462 594 CE 083 043

Feller, Rich, Ed.
Developing a Career Center.
PUB DATE- 99
NOTE- 57p.; Produced by Colorado Career Web. Handbook adapted for Colorado from "Developing a Career Center: The Complete Handbook" Second Edition (1998) published by the New Mexico State Occupational Information Coordinating Committee and written, compiled and edited by J. Scott Fowler and Barbara E. McDonald.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Counseling; Career Development; Career Education; *Career Guidance; *Career Information Systems; *Educational Needs; Facility Planning; Guidelines; High Schools; Occupational Information; *Program Administration; *Program Development; School Guidance
IDENTIFIERS- Career Centers; Colorado

This 12-section handbook, based on information for Colorado but applicable to other states as well, contains resources and lists and explains procedures to establish or expand a career guidance center in a school, government office, or organization. The 12 sections cover the following topics: (1) purpose and philosophy; (2) assessment, advisory boards, and goals and objectives; (3) location and floor plans; (4) levels of development; (5) career assessment tools; (6) career exploration tools; (7) career center day-to-day operations; (8) presenting resources; (9) documentation, accountability, and reporting; (10) support services; (11) 38 references and resources; and (12) 13 selected ordering sources. Five appendixes contain a career center needs assessment survey for faculty and staff; a needs-assessment questionnaire for high school students; a faculty request for services form; a sample basic intake form; and a sample career center student intake form. (KC)

ED 462 595 CE 083 045

A Job-Hunting Guide for Colorado Citizens with Disabilities.
PUB DATE- 01
NOTE- 47p.; Produced by Colorado Career Web, Community Colleges of Colorado. Adapted from "A Job-Hunting Guide for Montanans with Disabilities.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Adaptive Behavior (of

functional-economic and social practice. These discourses and globalization of the economy have had a significant impact on shaping L&N policy, resulting in a proliferation of policy initiatives. L&N have moved from being marginalized to being a mainstream component of policy. Through initiatives such as competition in VET, user choice, and training packages, the training reform agenda has led to new roles for VET teachers. Impact of low levels of L&N on VET participation is largely unmeasured and based on anecdotal evidence. A lack of measures or measurement systems limits the ability to quantify it. Numerous approaches effectively support the L&N component of learner activities, but perhaps the most critical is early identification of skill levels. Professional development and teacher education programs have a role in developing L&N support mechanisms and need to focus on recognition of needs, cross-cultural training, technology use, and enhancement of research skills. An effective balance between a focus on the L&N specialist and the VET content specialist is required in the overall approach. Future research directions include workplace insights, policy examination, and participation conceptualization and measurement. (Contains 170 references.) (YLB)

ED 462 612 CE 083 067

Brennan, Ros; McFadden, Mark; Law, Elizabeth
All That Glitters Is Not Gold: Online Delivery of Education and Training. Review of Research.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 01
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Adult Education; Adult Learning; Cognitive Style; *Computer Mediated Communication; *Computer Uses in Education; Constructivism (Learning); Curriculum Design; Delivery Systems; Developed Nations; Distance Education; Educational Technology; Efficiency; Electronic Mail; Foreign Countries; Instruction; Instructional Design; *Instructional Effectiveness; Literature Reviews; *Online Courses; Online Systems; *Outcomes of Education; Postsecondary Education; Program Evaluation; Student Characteristics; Teacher Student Relationship; Telecommunications; Vocational Education; Web Based Instruction
IDENTIFIERS- *Australia

This consolidation study concentrates on major questions about effectiveness of online delivery of education and training in Australia through the literature that describes effects of these new forms of delivery on the learner/user and provider/practitioner. Chapter 1 focuses on sources of data used in the literature review, defines online delivery, and reports on existing evaluations. Chapter 2 looks at forms of online delivery of education and training. Chapter 3 concentrates on literature relating to the pedagogy of online learning, learning styles of online learners, and user skills. The teaching/learning issues include the emergence of a web pedagogy, student learning styles, and levels of user skills. Chapter 4 focuses on studies about improved student outcomes online. It reports on quantitative and qualitative measures of improvement and lists preconditions that will contribute to effective online learning. Chapter 5 discusses different measures of the effectiveness of online delivery. It looks at the concept of effectiveness from the perspective of the workplace personnel. Many individual employers, union members, parents, and mentors who participated in LAMP felt personally enriched by the opportunity to help young people. LAMP produced significant impacts on worksite participants' general employability skills, manufacturing skills, interest in training, and morale and productivity. LAMP also had positive impacts on worksite training practices, labor-management relations, and worker attitudes and behaviors. LAMP increased public education and school staff understanding of the power of partnerships and their understanding of manufacturing careers, and it helped administrators meet broader school-to-career and reform goals. In addition, LAMP helped parents develop more realistic expectations regarding their child's college and work ambitions. (Contains 11 references.) (MN)

ED 462 628   CE 083 100

Johnson, Amy Bell; McDonald, Deanne; MacAllum, Keith
The Lansing Area Manufacturing Partnership: A School-to-Success Story.
PUB DATE- 02
NOTE- 10p.; Originally prepared February 2001 for the UAW-GM Center for Human Resources.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance; Career Development; Case Studies; Comparative Analysis; Corporations; *Education Work Relationship; Educational Attainment; Educational Change; Employment Level; Employment Patterns; Employment Potential; Employment Qualifications; High School Seniors; High Schools; Higher Education; Longitudinal Studies; *Manufacturing Industry; Models; *Outcomes of Education; Parents; *Partnerships in Education; Postsecondary Education; Private Sector; *Program Effectiveness; Program Evaluation; Public Sector; School Business Relationship; Student Motivation; Student Projects; Unions; *Vocational Education; Work Attitudes
IDENTIFIERS- Impact Studies; *Lansing Area Manufacturing Partnership MI; Stakeholders; Work Based Learning

The Lansing Area Manufacturing Partnership (LAMP) is an academically rigorous, business/labor-driven school-to-career program in Lansing, Michigan, that includes business, union, school, and parent partners and emphasizes work-based and project-based learning, team teaching, and opportunities for staff and high school seniors to establish close and ongoing interaction with employers. The LAMP initiative was studied in three phases as follows: (1) in April 1998-December 1998, the research team focused on identifying issues related to LAMP's implementation and operation during its pilot year; (2) in April 1998-December 1999, an outcome study examined LAMP's short-term impacts; and (3) in December 1999, a study of LAMP's long-term impacts was initiated and designed to continue through June 2004. The studies documented that, in the short term, participation in LAMP contributes to students' personal growth, enhances their employability skills, and improves their preparedness to make education and career decisions. Over the long term, LAMP students are enrolled in postsecondary programs at higher rates than nonparticipants, higher proportions of LAMP students work while enrolled in postsecondary training, and LAMP students take more tangible steps toward achieving their career goals. LAMP also provided multiple benefits to the following stakeholder groups: educators; United Auto Workers/General Motors employees; and parents. (MN) a definition of depression and its common manifestations. The symptoms that people often experience are described. Depression in women is twice as common than in men, but people of all ages are susceptible. Stress, a family history, low self-esteem, and physical changes in the body can bring on depression. The first step for getting appropriate treatment for depression is a physical examination by a physician. Depending on the outcome of that visit, treatment can involve a combination of psychotherapy, medications, or if persistent, electroconvulsive treatment. The medications commonly used are explained along with their possible side-effects. Suggestions are presented on how family and friends can help the depressed person and information is included on organizations that offer help. (JDM)

ED 462 648   CG 031 589

Have You Lived through a Very Scary and Dangerous Event? A Real Illness: Post-Traumatic Stress Disorder (PTSD).
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Counseling; *Depression (Psychology); Helping Relationship; *Mental Disorders; Mental Health; Outcomes of Treatment; Personal Narratives; *Posttraumatic Stress Disorder; Self Management; Stress Variables; *Symptoms (Individual Disorders)
IDENTIFIERS- Traumas

A description of post-traumatic stress disorder (PTSD) is presented to help bring to light the symptoms that may occur after a traumatic event. The paper's question and answer format provides an easy way to share information about PTSD. Following the definition, an explanation is given of how PTSD starts and how long it lasts. Information is provided on how people can help themselves and what can be expected from professional help. One person's story is presented as an example of how help was obtained when needed. Information is included on where to go for help with this disorder. (JDM)

ED 462 649   CG 031 590

Blueprint for Change: Research on Child and Adolescent Mental Health. Report of the National Advisory Mental Health Council's Workgroup on Child and Adolescent Mental Health Intervention Development and Deployment. Executive Summary and Recommendations.
PUB DATE- 01
NOTE- 20p.; For complete report, see CG 031 591.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Child Health; *Children; *Cooperative Planning; Delivery Systems; Intervention; Long Range Planning; *Mental Disorders; *Mental Health; Models; Neuropsychology; Outcomes of Treatment; Prevention; Program Effectiveness; *Research and Development; Theory Practice Relationship

Much has been learned about the identification and treatment of mental illness in children, but issues remain unresolved. Many of the traditional service models do not meet the needs of today's children. There is a shortage of evidence-based

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *College Students; Criminals; Group Behavior; Health Behavior; Higher Education; Obesity; Personality Assessment; *Smoking; *Social Bias; *Social Discrimination; Student Attitudes; Teacher Attitudes

Despite the increased use of cigarettes among college students, there is evidence to suggest that anti-smoking norms still predominate among both students and faculty. In order to assess the prejudice against college students who smoke, relative to that associated with membership in other disparaged groups, a sample of 99 college students were asked to provide personality ratings of hypothetical students who smoke cigarettes, students who are clinically obese, and students who had been repeatedly convicted of theft. Of the seven personality dimensions assessed (intelligence, hostility, judgment, artistic creativity, conscientiousness, ambition, independence), smokers were rated more negatively than nonsmokers, as negatively as clinically obese students, and less negatively than criminals. (Contains 31 references.) (Author/JDM)

ED 462 669 CG 031 615

Callahan, Kathleen
Life Skills Manual = Les Practiques d'une Vie Saine = Mwongozo wa Stadi za Maisha.
PUB DATE- 01
NOTE- 774p.; Produced by the Peace Corps Center for Field Assistance and Applied Research. Part 3, "Facing the Facts about HIV/AIDS and STDs" was written by Ruth Mota.
LANGUAGE- English; French; Swahili
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; *Behavior Change; *Behavior Modification; Change Strategies; Communication Skills; *Daily Living Skills; Decision Making; *Empowerment; Models; Peer Relationship; Peer Teaching; *Sex Education
IDENTIFIERS- Peace Corps; Sexually Transmitted Diseases

The Peace Corps Information Collection and Exchange makes available its information resources to other organizations. This document, made available in English, French, and Swahili, is one such resource. The focus of this document is a comprehensive behavior change approach that concentrates on the development of skills needed for life, such as communication, decision-making, thinking, managing emotions, assertiveness, self-esteem building, resisting peer pressure, and relationship skills. The Life Skills approach is completely interactive, using role plays, games, puzzles, group discussions, and a variety of other innovative teaching techniques to keep the participant wholly involved in the sessions. Teachers, health workers, and community leaders have been able to adapt this model to meet different needs, and suggestions are provided on how to adapt the Life Skills approach to many different contexts. This Manual was compiled and adapted from materials created by: The World Health Organization; the United Nations Scientific and Cultural Organization (UNESCO); ACTION AID; the Curriculum and Development Unit, Ministry of Education, Zimbabwe; and UNICEF Harare. Part 1 provides background information and an introduction to the program. Part 2 discusses peer education and Part 3 presents facts about AIDS and STDs. Parts 4, 5, and 6 review communication skills, schools? Is inquiry or indoctrination at the heart of schooling? and Can critical literacy survive the "machinations of shortsighted bureaucrats and board members?" Through their intertwined stories spanning nearly two decades, the authors address these questions and provide specific strategies for teachers trapped in similar circumstances. The first section of the book focuses on their work with middle schoolers during the 1980s, while in the second section, the struggle for intellectual freedom extends to student expression in school publications. Finally, in the book's third section an attempt is made to step back from personal experiences, take the long view, and see how it all adds up--for the students, for the teaching profession, and for society at large. Appended are an intellectual freedom manifesto and a list of steps teachers can take against censorship. (Contains 12 "recommended reading" selections.) (NKA)

ED 462 689 CS 217 794

Weber, Chris
Publishing with Students: A Comprehensive Guide.
PUB DATE- 02
NOTE- 240p.; Foreword by Marion Dane Bauer.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Audience Awareness; *Electronic Publishing; Elementary Secondary Education; Student Projects; *Student Publications; Student Research; Teacher Role; *Writing for Publication; *Writing Processes
IDENTIFIERS- Book Production; *Writing Motivation; Writing Samples

This collection of essays by inspired and inspiring writing teachers from around the world is designed for teachers who want to expand their students' worlds through writing. The essays answer questions about how to motivate students to do their best writing, how to help them publish their writing, and how students can achieve successful results with their publications. The collection of essays also contains an impressive collection of student samples that show teachers what is possible. It informs teachers about how to: produce traditional forms of student publications, including newspapers, magazines, and books; create Web sites to display student writing and art on the Internet; implement e-mail publication projects, both local and global; make a difference in the world through publishing; and discover why and how other teachers publish. Containing activities to encourage and disseminate students' writing, practical advice from experienced and talented teachers, and case studies, the collection of essays is not a recipe book but a guidebook, focusing on the process of publishing for students. (NKA)

ED 462 690 CS 217 832

Weiner, Carolyn Ausberger
Syndactics Bulletin, 1989-1991.
PUB DATE- 92
NOTE- 105p.; Published by ECL Publications. Published monthly, except for June, July, and August.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communications; Elementary Secondary Education; *Information Technology; *Literacy; Position Papers; Reading Instruction; *Student Needs; *Technological Advancement
IDENTIFIERS- International Reading Association; Technology Integration

Literacy educators have a responsibility to effectively integrate information and communication technologies (ICT) into the literacy curriculum to prepare students for the literacy future they deserve. The International Reading Association (IRA) believes that much can be done to support students in developing the new literacies that will be required in their futures. The IRA believes that students have the right to: teachers who are skilled in effective use of ICT for teaching and learning; a literacy curriculum that integrates the new literacies of ICT into instructional programs; instruction that develops the critical literacies essential to effective information use; assessment practices in literacy that include reading on the Internet and writing using word processing software; opportunities to learn safe and responsible use of information and communication technologies; and equal access to ICT. This position paper discusses various aspects of the new literacies and considers staff development and teacher education issues regarding ICT. Additionally, the paper recommends an intensive program of research on literacy and technology issues and states that reading instruction must address the profound changes taking place with the new literacies. It lists recommendations for teachers, parents, teacher educators, school administrators, policymakers, and researchers. (Contains 22 references and a list of related resources.) (NKA)

ED 462 710 CS 510 783

Family-School Partnerships: Essential Elements of Literacy Instruction in the United States. A Position Statement of the International Reading Association.
PUB DATE- 02
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Family Involvement; *Family School Relationship; *Literacy; *Partnerships in Education; Position Papers; Teacher Education
IDENTIFIERS- International Reading Association

Because family involvement is a potentially powerful element of effective literacy instruction, the International Reading Association (IRA) believes parents, family and community members, teachers, school administrators, researchers, and policymakers must be aware of its importance and must receive information and training that allows them to effectively execute their respective roles in establishing family involvement in literacy learning. This position paper considers the effectiveness of family involvement programs and the essential nature of teacher preparation and professional development. The paper then poses and addresses a number of school-level questions and classroom-level questions about parent or family involvement. Noting that an outcomes-based approach to educator preparation reflects what is known about the interconnected roles of the school, family, and community teachers, gives a brief historical overview of the search for a definition of the "effective" teacher, and gives an introduction to 10 key traits of highly effective teachers. Chapters 2 through 6 describe the 10 traits in more detail by fleshing out the critical attributes of each trait and providing research that links the traits to student achievement. Chapter 7 describes the hiring process. The induction, orientation, and mentoring processes are featured in chapter 8. Finally, chapter 9 gives suggestions regarding how experienced teachers can be empowered and energized through personal reflection and study, staff development activities, and administrative instructional leadership. The book concludes with a set of graphic organizers, a reference list of the 10 traits with descriptions, a collection of 50 interview questions based on the 10 traits to help administrators and teachers prepare for the interview process, and a set of reflective exercises for each trait. (Contains 227 references.) (RT)

ED 462 731 EA 031 543

Hoyle, John R.
Leadership and the Force of Love: Six Keys to Motivating with Love.
PUB DATE- 02
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Empowerment; Evaluation; *Interpersonal Relationship; *Leadership; *Love; Mentors; *Prosocial Behavior; Rapport; *Teamwork

Although educators are frequently faced with the challenges of politics, hostility, selfishness, and violence, this book demonstrates that these obstacles can be overcome through vision, teamwork, motivation, empowerment, and communication. By using love as a guiding force in the daily interactions with others, the way one conducts business is transformed, and self-respect is gained that might have been lost in the journey to success. Chapter 1 explores liability in love, how to love unlovable people, parental love and teenagers, and how love overwhelms hate in the workplace. Chapter 2 introduces the notion of vision as the first key to motivating with love. Chapter 3 explores ways to communicate with love and move others to high performance, and the keys to becoming a persuasive speaker. Chapter 4, "Teamworking with Love," includes a self-report to check one's teamwork skills and discusses the art of praise over blame. Chapter 5 describes ways to empower others with love and provides examples of how abusive power destroys and how empowerment builds. Chapter 6, "Mentoring with Love," presents steps to mentoring, and research about mentoring men, women, and minorities. Chapter 7 offers advice and steps to evaluate others with love. (Contains 113 references.) (RT)

ED 462 732 EA 031 544

Lashway, Larry
Rethinking the Principalship.
SPONS. AGENCY- Office of Educational Research and Improvement

Association, Washington, DC.
PUB DATE- 00
NOTE- 48p.; Page 28 missing from ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Behavior; *Catholic Schools; Drinking; Drug Use; Elementary Secondary Education; Juvenile Gangs; Marijuana; Private Schools; Sex; Smoking

This paper examines the effects of private schooling on adolescent nonmarket behaviors. Differences between private- and public-school students were controlled by making use of the rich set of covariates available with the Nation Education Longitudinal Survey (NELS) microdataset. An instrumental-variables strategy was also employed that exploits variation across metropolitan areas in the costs that parents face in transporting their children to private schools, which stem from differences in the quality of the local transportation infrastructure. Evidence was found suggesting that religious private schooling reduces teen sexual activity, arrests, and use of hard drugs (cocaine), but not drinking, smoking, gang involvement, or marijuana use. Two questions require further research: Could public schools reduce teen sexual activity by either including "character education" as part of the curriculum without reference to specific religious ideologies or by dropping sex and drug education classes? and Are there other policies that public schools could adapt from religious private schools that would improve the academic or nonacademic outcomes of students? (Contains 55 references and 9 tables.) (RT)

ED 462 753   EA 031 607

Figlio, David N.; Stone, Joe A.
Can Public Policy Affect Private School Cream-Skimming? Occasional Paper.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Div. of Science Resources Studies.; Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Enrollment Influences; Private Schools; *Public Policy; Public Schools; School Demography; Social Influences

The increasing number of students who choose private over public schooling threatens the traditional role of public schools in the United States. This study investigated how key school and community characteristics interact with the characteristics of individual students and families in determining the enrollment patterns in public and private schools. Using unique, nationally representative, individual-level data from the National Education Longitudinal Survey (NELS), evidence was found that a number of factors has powerful effects on the extent of student segregation by race, income, education, and ability across public and private schools. These factors include public-school concentration, student-teacher ratios in the public schools, and the local crime rate, all of which may be influenced, sometimes powerfully so, by public policies. For example, fighting crime successfully and lowering the crime rate will likely improve the ability of public schools to

*Office of Special Education Programs

This book is a directory that describes about 1,100 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into sections representing the seven program areas of the Individuals with Disabilities Education Act (IDEA) Amendments (1997), Part D. This third volume of four total, describes projects concerning technical assistance and dissemination, parent information, and state improvement. The Technical Assistance and Dissemination program provides technical assistance and information, through mechanisms such as institutes, regional resource centers, clearinghouses, and programs that support states and local entities in building capacity to improve early intervention, educational, and transitional services, and programs that address systemic change goals and priorities. The Parent Training and Information program aims to better meet the needs of parents, particularly underserved parents and parents of children who may be inappropriately identified and to assist parents in understanding the effective use of procedural safeguards under the IDEA. The state improvement program assists state educational agencies and their partners in reforming and improving their systems. The projects are grouped by funding competition and include contact information. Four indexes are provided: project directors, organizations, state, and subject. (CR)

ED 462 773 EC 308 835

Orkwis, Ray; DeCarme, Judi; Glover, Jeanne
Technology and Media Services. Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 2001.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 99p.; For the Fiscal Year 2000 edition, see ED 450 510.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accessibility (for Disabled); Captions; Cultural Enrichment; *Disabilities; Early Intervention; *Educational Media; *Educational Technology; Elementary Secondary Education; Federal Aid; Federal Legislation; Federal Programs; Grants; Instructional Materials; Postsecondary Education; Preschool Education; Program Descriptions; Research and Development; *Special Education; State Programs; Technological Advancement; Television; Theory Practice Relationship; Videotape Recordings
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Office of Special Education Programs

This book is a directory that describes about 1,100 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into sections representing the seven program areas of the Individuals with Disabilities Education Act (IDEA) Amendments (1997), Part D. This fourth volume of four total, describes projects concerned with technology and media services. These projects are intended to (1) support educational media activities designed to be of educational value to children with disabilities; (2) provide video descriptions, open captioning, or closed captioning of television programs, videos, or educational materials; (3)

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Instructional Support and Community Services.
PUB DATE- 98
NOTE- 458p.; Course No. 1001310. Developed through the Curriculum Improvement Project. Funded under the Individuals with Disabilities Education Act (IEEA), Part B. Adapted from "English Skills I." See ED 294 245 for earlier edition.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Accommodations (Disabilities); Academic Standards; Capitalization (Alphabetic); Curriculum; *Disabilities; *English Instruction; *Grammar; Inclusive Schools; Instructional Materials; Learning Problems; Literature; Oral Language; Punctuation; *Reading Comprehension; Remedial Instruction; Secondary Education; Social Studies; State Curriculum Guides; Teaching Guides; Teaching Methods; Textbooks; Units of Study; Vocabulary Development; World Wide Web; *Writing (Composition); Writing Processes; Writing Skills
IDENTIFIERS- *Florida

This teacher's guide and student workbook are part of a series of content-centered packages of supplemental readings, activities, and methods adapted for secondary students who have disabilities and other students with diverse learning needs. Parallel Alternative Strategies for Students (PASS) materials are designed to help those students succeed in regular education content courses. The content in PASS differs from standards textbooks and workbooks in severy ways: simplified text, smaller units of study, reduced vocabulary level, increased frequency of drill and practice exercises, less cluttered format, and presentation of skills in small, sequential steps. The material is designed to supplement state-adapted textbooks and other instructional materials. Both texts correlate to Florida's Sunshine State Standards and are divided into the following six units of study: (1) reading; (2) writing; (3) taking a second look at writing; (4) listening, viewing, and speaking; (5) literature; and (6) integrating online technology. For each unit, the teacher's guide includes a description of the unit's content and the unit's focus, provides suggestions for enrichment, and contains an assessment to measure student performance. Appendices in the guide contain strategies to facilitate inclusion, a suggested list of the 500 most frequently occurring words on the Scholastic Aptitude Tests, and a chart describing standards and benchmarks. The student workbook contains vocabulary, an explanation of the content, and practice exercises designed to evaluate comprehension. (Contains 33 references.) (CR)

ED 462 790 EC 308 857

Fresen, Sue, Ed.
English II. Teacher's Guide and Student Workbook . Revised. Parallel Alternative Strategies for Students (PASS).
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Instructional Support and Community Services.
PUB DATE- 98
NOTE- 640p.; Course No. 1001340. Part of the Curriculum Improvement Project funded under the Individuals with Disabilities Education Act (IDEA), Part B.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.

education; (2) materials to assist faculty, trainers, supervisors and other decision makers in preparing personnel to work effectively with culturally and linguistically diverse children and families; and (3) materials to support and strengthen linkages among institutions of higher education, families, community practitioners and agencies. All items have been reviewed carefully to ensure that they are culturally and linguistically sensitive and, to the extent possible, free from bias or prejudice. The guide is divided into two sections: Resources and Appendices. The Resources section describes primary and supplemental resources and includes information on the content of the materials, the medium, the source, and the cost. Five appendices include: (1) Diversity Organizations and Associations; (2) Diversity Publishers; (3) Source Lists; (4) Title Index; and (5) Author Index. (SG)

ED 462 806 EC 308 882

Kaczmarek, Louise A.
Training Early Interventionists in Low Incidence Disabilities. September 1996-August 2000. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 13p.; Part of the Training Personnel for Education of Individuals with Disabilities program (CFDA 84.029A). For related project report, see EC 308 880.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Diversity (Student); *Early Intervention; Higher Education; Infants; Interdisciplinary Approach; *Masters Degrees; *Material Development; Minority Groups; *Multiple Disabilities; Personnel; *Preschool Education; *Preservice Teacher Education; Program Development; Special Education; Toddlers; Training Methods; Young Children
IDENTIFIERS- University of Pittsburgh PA

This final report summarizes the objectives, activities and outcomes of a federally-funded project that was designed to add an interdisciplinary specialization in multiple disabilities for infants and toddlers to an existing Early Intervention Master of Education/Early Childhood Education Certificate Program at the University of Pittsburgh. Seven modules focusing on conditions and needs of infants/toddlers with multiple disabilities were developed and delivered as one-credit courses. The modules include: (1) vision impairments; (2) hearing impairments; (3) autism; (4) medically fragile conditions; (5) oral-motor/feeding; (6) communication; and (7) positioning, handling and mobility. The grant supported a total of 24 students, 17% of whom were from underrepresented groups. Of the 19 students who finished their graduate work, 14 went on to work with students with disabilities in either early intervention or school-aged programs, and 4 went on to work with typical students in high-risk programs for preschoolers. The report includes an appendix entitled: "Conceptual Bases for the Infant/Toddler Multiple Disabilities Specialization Modules." (SG)

ED 462 807 EC 308 883

Sax, Caren L.; Thoma, Colleen A.
Transition Assessment: Wise Practices for Quality Lives.
PUB DATE- 02

(GR)

ED 462 826 EF 006 060

Prototype Facility Educational Specifications.
PUB DATE- 99
NOTE- 12p.; Developed under contract with The Matrix Group, Coeur d'Alene, Idaho.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Design; *Design Requirements; *Educational Facilities Design; *Educational Facilities Improvement; *Educational Facilities Planning; Guidelines; Public Schools; Secondary Education; *Vocational Schools
IDENTIFIERS- Idaho; *Prototypes
This document presents prototypical educational specifications to guide the building and renovation of Idaho vocational schools so they can help communities meet the advanced, professional-technical programs of the future. The specifications start with points to consider when determining school site suitability. The document then sets forth specification guidelines in two main sections. The first covers general building considerations, including circulation, vehicle access and parking, building security, and community use. The second section addresses specifications for specific educational spaces, such as agricultural science and technology, automotive mechanics, electronics, guidance and counseling, and the health professions. (GR)

ED 462 827 EF 006 090

Mold in My School: What Do I Do?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 6p.; This publication was prepared by members of the Environmental Health Investigations Branch and the Environmental Health Laboratory Branch of the California Department of Health Services.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; Child Safety; Cleaning; Elementary Secondary Education; Hazardous Materials; *School Safety; Symptoms (Individual Disorders)
IDENTIFIERS- *Molds (Biology)
This publication provides information on the most important indoor mold-related health concerns and discusses how school districts can keep school facilities mold-free and avoid these problems. The document addresses when to be concerned, how molds cause health problems, symptoms caused by mold allergies, indoor molds that form toxins, who is most at risk, and basic voluntary guidelines for cleanup and prevention of all molds. (EV)

ED 462 828 FL 026 901

language philosophy was developed for a group of kindergarten students at a public high school in Taipei, Taiwan. Daily instruction was given by the researcher for one school year. Five students ages 6 to 7 were chosen on the basis of family background and ability level. The study examined children's oral performance and emergent literacy development. Data came from observation during daily instruction and parent interviews. Data collection involved videotapes, audiotapes, teaching logs, student portfolios, and miscue analysis. Results showed that predictable storybooks enabled ESL children to develop some aspects of reading behaviors such as book awareness, direction of print, and print awareness. Parents' attitudes toward emergent literacy correlated with children's second language reading behaviors. The story instruction was useful in expanding children's oral language use in real-life situations. An appendix presents the Emergent Reading Behavior Inventory. (Contains 19 references.) (SM)

ED 462 847 FL 027 186

Chen, Yuh-Mei
Feminization in Writing Pedagogy: A Study of Teacher's Gender at EFL University Composition Classrooms.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; College Students; *English (Second Language); *Feminism; Foreign Countries; Higher Education; Language Teachers; *Sex Differences; Student Attitudes; Teacher Characteristics; Teacher Competencies; *Women Faculty; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Taiwan

This paper reports on a study that investigated whether male and female professors teach differently within English-as-a-Second-Language (ESL) university classrooms in Taiwan. It was hypothesized that female teachers would be more likely to employ feminist teaching practices in their composition classes and be rated as competent and favorable by students. Six male and female university composition teachers and their students were invited to participate in the study. Classes were observed, and teachers completed interviews. T-test was used to detect gender differences in professors' teaching practices, competency, and likability. Interviews with students were conducted to cross-validate and support t-test results. Results revealed that female teachers made more attempts to involve students in peer collaboration and that male teachers had a greater tendency to employ personalizations in their classes. There were no differences regarding teachers' gender in the pedagogical practice of reflection. Overall, female teachers were more likely to be perceived as competent and favorable than were male teachers. (Contains 27 references.) (Author/SM)

ED 462 848 FL 027 187

Brilliant, Judith
ESL Teaching in Collaboration with College Counseling.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (35th, St. Louis, MO, February 27-March 3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Discourse; College Students; Creative Thinking; Cultural Differences; *English (Second Language); Essays; Foreign Countries; Higher Education; Majors (Students); Questionnaires; *Student Attitudes; *Writing (Composition)
IDENTIFIERS- *Idea Generation; Taiwan

This paper appraises aspects of Anglo-American and Chinese concepts of invention from a historical perspective. It then describes the results of 70 third-year Taiwanese English majors' responses to a Likert scale questionnaire that sought their reaction to Anglo-American strategies of invention in English academic writing. It singles out two randomly selected students' responses to the questionnaire to exemplify the importance of individual variation. Students chose their most preferred techniques for composition design from 26 idea-generating activities that are popular in English-as-a-Second-Language/English-as-a-Foreign-Language writing textbooks. The results suggest that most third-year students are aware of the importance of a systematic approach to idea creation in academic writing, but they prefer to initiate their discovery processes in essay writing with such activities as brainstorming, free writing, and use of their imaginations rather than by more traditional strategies such as outlining or library research. The study discusses implications for Anglo-American and Chinese contrastive rhetoric. (Contains 27 references.) (SM)

ED 462 870 FL 027 211

Ramanathan, Hema; Bruning, Merribeth
Oral English Skills in Classrooms in India: Teachers Reflect.
PUB DATE- 02
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; Elementary Secondary Education; *English (Second Language); Foreign Countries; Language Fluency; Language Skills; Listening Skills; *Oral Language; Teacher Attitudes
IDENTIFIERS- *India

Eleven teachers of English in a large, private, English-medium school in India reflected on their beliefs, practices, and activities related to teaching English in India. In the survey, respondents freely acknowledged the premier position of English in academics and the world at large and unequivocally stated that their students should learn to communicate orally both among themselves and with other native speakers. However, oral and listening skills were not given much importance in the classroom. Teachers cited various barriers to implementing them: large class sizes inhibiting small group activities and increasing the noise level (leading to questions about discipline and classroom management); test-driven curricula; the low level of education of parents and their lack of mastery of English; and the predominance of the first language. Assessment and patterns of reporting student achievement did not accommodate learning oral skills. (Author/SM)

ED 462 871 HE 034 689

Sullivan, Maura E.; Hitchcock, Maurice; Bruning, Madeleine; Logan, Moreen; Trial, Jan; Elliott, Donna; Taylor, Clive
Nurses as Medical School Faculty: Students' Perspectives.

Universities, contains: (2) Recent Changes in the Structure and Governance of American Research Universities (Katherine C. Lyall); (3) Fire, Ready, Aim! University Decision-Making During an Era of Rapid Change (James J. Duderstadt); (4) Governance, Change and the Universities in Western Europe (Guy Neave); and (5) Governance: The Challenge of Globalization (Howard Newby). Part 3, Governance Principles, contains: (6) Critical University Divisions and Their Appropriate Makers: Some Lessons from the Economic Theory of Federalism (Luc E. Weber); (7) Some Thoughts about University Governance (Henry Rosovsky); and (8) Setting Strategic Direction in Academic Institutions: The Planning Dilemma (Peter Lorange). Part 4, Improved Governance, contains: (9) Universities as Organizations and Their Governance (Peter Scott); (10) Initiatives for Improving Shared Governance (Werner Z. Hirsch); (11) Variety and Impact: Differences That Matter. Some Thoughts on the Variety of University Governance Systems and Their Impact on University Policies and Strategies (Hans J. A. van Ginkel); (12) Three Successful Modes of Research Governance: Lessons from the Past, Issues of the Present, Implications for the Future (Robert Dynes, Sharon E. R. Franks, and Charles F. Kennel); and (13) An Agenda for the Governing Board (Harold M. Williams). An appendix, The Glion Declaration 2000 (Frank H. T. Rhodes), discusses the statement on governance in higher education issued at the Glion Colloquium. Each chapter contains references. (SLD)

ED 462 892   HE 034 763

Miller, Michael T.
Creation and Validation of a Sabbatical Assessment Instrument.
PUB DATE- 02
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; *College Faculty; Evaluation Methods; Field Tests; Focus Groups; Higher Education; *Sabbatical Leaves; *Teacher Attitudes

Personal narratives provide typically unabashed enthusiasm for sabbatical leave programs, but few studies have explored the results of sabbaticals and the impact that these sabbaticals can and do have on the department and the university. This paper reports on the creation of an assessment instrument to measure the impact of a faculty member's sabbatical. Using a protocol suggested by D. Ary, L. Jacobs, and A. Razavieh (1996), researchers asked five faculty members who had taken sabbaticals in previous years to participate in a focus group discussion. The focus group process identified five categories as important to understanding the success of a sabbatical. At a second meeting they reached consensus about the items to be included in a survey of a sabbatical's institutional impact, and at a third session they reviewed and validated the instrument. The survey was field tested through the responses of 10 other faculty members, and plans were made to administer the survey to individuals who had taken sabbaticals and members of their departments. The survey is appended. (Contains 10 references.) (SLD)

ED 462 893   HE 034 764

Rosdil, Donald
What Are Masters Doing? Master's Degree Recipients with Physics Training in the Workforce: The Impact of Highest Degree Field

Henry, Anne; Crawford, Caroline M.
Creating a Collaborative Web-Based Environment through the Inclusion of Metaphorically Enhanced Graphics.
PUB DATE- 01
NOTE- 8p.; In: "WebNet 2001: World Conference on the World Wide Web and Internet" Proceedings (6th, Orlando, FL, October 23-27, 2001). Charlottesville, VA: Association for the Advancement of Computing in Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Cooperative Learning; *Instructional Design; *Metaphors; Visual Aids; *Web Based Instruction; *World Wide Web
IDENTIFIERS- Collaborative Learning; Conceptual Frameworks; *Learning Environments

The inclusion of metaphors within a World Wide Web-based environment offers users the opportunity not only to obtain a visual understanding of the information being presented, but also aids users in developing a clearer understanding of the information and builds on their previously conceptual framework of understanding. The importance of a Web-based collaborative educational learning venture is also enhanced. This paper covers the following topics: definition of a metaphor; the information context and getting the information across; metaphors within an e-learning environment; and the learner's conceptual framework. (Author/MES)

ED 462 915 IR 021 069

Edwards, Terri; Hilburn, Sue; Crawford, Caroline M.
Creating Successful Learning Environments Using a Web-Enhanced One Computer Classroom.
PUB DATE- 01
NOTE- 7p.; In: "WebNet 2001: World Conference On the World Wide Web and Internet" Proceedings (6th, Orlando, FL, October 23-27, 2001). Charlottesville, VA: Association for the Advancement of Computing in Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Computer Uses in Education; Elementary Secondary Education; Faculty Development; *Instructional Development; Technology Integration; World Wide Web
IDENTIFIERS- *Learning Environments; *Technology Utilization

This paper discusses creating a successful learning environment in the one-computer classroom. The first section addresses why the one-computer classroom has evolved. The second section covers what an instructor can accomplish with just one computer in the classroom, including the following four elements that are generated by the computer in the classroom educational environment: (1) personal productivity; (2) presentation tool; (3) interactive group software; and (4) learning station. The importance of professional development for educators is emphasized. (MES)

ED 462 916 IR 021 070

Henry, Anne; Crawford, Caroline M.

Ivers, Karen S.
Educational Technology Professional Development Program.
PUB DATE- 01
NOTE- 8p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Attitudes; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Faculty Development; Higher Education; Teacher Attitudes; *Teacher Competencies; Training
IDENTIFIERS- California State University; *Technology Utilization

The California State University (CSU) has established the Educational Technology Professional Development Program, designed to encourage institutions of higher education and K-12 organizations to work together to help teachers use technology in their classrooms. The program is intended to help teachers reach the highest level of competency in the Instructional Technology portion of the Teacher Computer-Based Technology Proficiencies, as developed by the California Technology Assistance Project (CTAP) Proficiency Committee. This study was conducted by the CSU to provide insight into possible methods of instruction that may help to better prepare teachers in instructional technology. The study addressed the following questions: (1) How do California K-12 educators perceive their level of technology proficiency in the following areas: general computer knowledge and skills, Internet, e-mail, word processing, publishing, databases, spreadsheets, presentation software, and instructional technology? (2) How do various training models affect educators' perception of their level of technology proficiencies? (3) Is there a significant difference between elementary school teachers' and high school teachers' perception of their level of technology proficiencies? and (4) How does teachers' perception of their level of technology proficiency affect their use of technology in the classroom? (MES)

ED 462 935 IR 021 093

Johnson, Vivian
The Impact of an Innovative Model of Technology Professional Development.
PUB DATE- 01
NOTE- 16p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Educational Technology; Educational Theories; Elementary Secondary Education; *Faculty Development; Field Tests; *Instructional Design; Instructional Development; *Instructional Innovation; Models; Participant Observation; Postsecondary Education; Skill Development; Teacher Competencies; Technology; Technology Integration; *Technology Uses in Education
IDENTIFIERS- *Conceptual Frameworks

This paper describes participant reaction to an informal field test of the Identifying Changes, Exploring Possibilities, and Developing Technology Skills (ICED) Professional Development support site. (AEF)

ED 462 955 IR 021 114

Eseryel, Deniz; Schuver-van Blanken, Marian J.; Spector, J. Michael
Current Practice in Designing Training for Complex Skills: Implications for Design and Evaluation of ADAPT IT .
PUB DATE- 01
NOTE- 10p.; In: ED-MEDIA 01 World Conference on Educational Multimedia, Hypermedia, & World Conference on Educational Telecommunications. Proceedings (13th, Tampere, Finland, June 25-30, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; Educational Technology; Evaluation Methods; Foreign Countries; Information Technology; *Instructional Design; *Instructional Materials; Needs Assessment; Training
IDENTIFIERS- Europe

ADAPT IT (Advanced Design Approach for Personalized Training-Interactive Tools is a European project coordinated by the Dutch National Aerospace Laboratory. The aim of ADAPT IT is to create and validate an effective training design methodology, based on cognitive science and leading to the integration of advanced technologies, so that the training community can better meet the many challenges of the information society of the 21st century. The effort falls within the European Commission's Information Society Technologies program. ADAPT IT is developing a personalized training design methodology, providing associated design tools for the efficient realization of that methodology, and validating the methodology in different training domains. The 3-year project began in February 2000, with an estimated total of 181 person-months required for completion. The effort is broken into these 9 work packages: project management; design preparation; design of the ADAPT method; development of the ADAPT tools; using ADAPT: design process evaluation; using ADAPT: design product evaluation; ADAPT IT revisions; standardization; and integration, dissemination, exploitation. An extensive needs assessment phase has been completed. The aim of this effort was to explore current practice in instructional design and associated with that, the needs of the training designers in order to improve their project and its products. This paper reports the needs assessment procedures and outcomes informing how they guide the efforts within the project. (Contains 16 references.) (AEF)

ED 462 956 IR 021 116

Next Generation Communications: Making IT Work. Pacific Telecommunications Council Annual Conference Proceedings (24th, Honolulu, Hawaii, January 13-17, 2002).
PUB DATE- 02
NOTE- 1324p.; Powerpoint presentations are not available from ERIC. For an individual paper, see IR 021 117. For the 2001 proceedings, see IR 021 044.
LANGUAGE- English
EDRS Price- MF10/PC53 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Communications; Developing Nations; Foreign

agreed that there is a digital divide based on demographics, including geographic area, income, race, age, education, and household type. The following findings are discussed: barriers to access (infrastructure, education, economics, content, ease of use); information technology is a tool; community technology centers, libraries, and schools have an important role to play; and public/private partnerships are essential in eliminating the digital divide. Recommendations for resolving the divide are then discussed. Recommendations include: resolving the digital divide demands a national initiative; community relevance and community involvement is essential for solving the divide; rethink educational approaches; continue and expand government programs and provide additional funding to resolve the digital divide; rethink market approaches; more research, data collection and evaluation are necessary to solve the digital divide; and better technology and more minority owned businesses. A summary of conference recommendations and the conference program agenda are provided at the beginning of the report. (Contains 18 endnotes.) (AEF)

ED 462 974 IR 021 134

President's Information Technology Advisory Committee Interim Report to the President.
PUB DATE- 98
NOTE- 63p.; NCO's previous name was National Coordination Office for Computing, Information, and Communications.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Federal Aid; *Federal Programs; Financial Support; Government Role; Information Technology; Program Development; Public Policy; *Research and Development; Technological Advancement
IDENTIFIERS- United States

This document is the Interim Report on future directions for Federal support of research and development in high performance computing, communications, information technology, and the Next Generation Internet. This report provides a more detailed explanation of the findings and recommendations summarized by the President's Information Technology Advisory Committee (PITAC) on June 3, 1998. The report is divided into five main sections. The first section identifies and discusses 10 critical information technology transformations that will enable identification of common information technology challenges critical to the Nation's future and provide a framework for PITAC's recommendations for Federal research investments. These transformations will affect how citizens: communicate; store and access information; become healthier and receive proper medical care; learn; conduct business; work; design and build things; conduct research; sustain a livable environment; and manage government in the next millennium. The second section focuses on setting Federal R&D priorities and presents these findings, followed by recommendations: total Federal information technology R&D investment is inadequate; and Federal information technology R&D is excessively focused on near-term problems. Four areas of overall research agenda particularly need attention and must be a major part of a strategic initiative in long-term R&D: software, scalable information infrastructure, high end computing, and socioeconomic and workforce impacts. These areas are detailed in the third section, with findings and recommendations provided for each area. The fourth section focuses on support and implementation of new Federal research initiatives and

PUB DATE- 01
NOTE- 76p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; Community Colleges; *Employer Attitudes; Employment; Job Training; *Outcomes of Education; *Participant Satisfaction; Salaries; *Student Attitudes; Student Certification; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

This paper presents the results of a follow-up study of students who completed a Johnson County Community College (JCCC) (Kansas) career program. Of 699 students on a list of completers, 465 returned surveys for an adjusted response rate of 67%. Of 176 potential respondents who were employers of students, 124 returned surveys for an adjusted response rate of 71%. The survey found that: (1) the average annual salary reported by respondents employed full-time in a job related to their career program is at a high of $34,174 for the class of 2000; (2) male respondents who were employed full-time in a job related to their career program continued to out-earn females--for the class of 2000, the overall salary average reported by males was 5% higher than that reported by females; (3) 83% of respondents were satisfied with their current job; (4) 74% of respondents working in a related job had not been employed in their current job prior to attending JCCC; (5) more than 70% of respondents reported improvement in their tolerance for people and ideas, decision making skills, time management skills, knowledge of the arts and sciences, and in clarifying their personal values and goals; and (6) the majority of employers were satisfied with the preparation of the career program completer in their employ. (NB)

ED 462 993 JC 020 204

Summer, Pat
Drop Study/Attrition Rates, Fall 2000.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Community Colleges; *Dropout Attitudes; *Dropout Rate; *Dropout Research; Enrollment; Institutional Research; *Student Attitudes; *Student Attrition; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

This report describes the attrition rate at Johnson County Community College (JCCC) (Kansas). The overall attrition rate for classes starting in fall 2000 was nearly 12%--during the fall semester 4,652 students dropped classes. Useable drop surveys were completed for 93% of those classes. Findings indicated that: (1) the Science, Math, and Health Care divisions recorded nearly a 16% attrition rate, the highest of all the academic divisions; (2) the Physical Education division recorded the lowest attrition rate (9%); (3) the most frequently cited reasons for dropping a class were work schedule conflicts (24%) and personal problems (19%); (4) "course difficulty" and "poor grades" accounted for 17% of the drops, 27% in the Science, Math, and Health Care divisions; (5) "course difficulty" and "dislike of instructor" were more significant factors in students dropping a high attrition class--one with an enrollment of 10 or more students and an attrition

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Ability; Community Colleges; *Educational Assessment; Educational Objectives; *High Risk Students; *Intervention; Minority Groups; *Program Implementation; Two Year Colleges
IDENTIFIERS- *Santa Monica College CA

This document is a report on the characteristics and demographics of early alert students at Santa Monica College (SMC) (California). Early alert students are those deemed by faculty to be at risk of continued success and progress at the community college. These students are identified and notified by mail regarding the services available to aid them. This report compares final course grades of early alert students with results of the complete student population. In fall 2000, SMC reported 7,913 early alert student grade records and 72,912 total grade records. About 28% of the early alert students received a grade of C or higher compared with 67% for all students. 25% of the early alert students received a D or F grade compared with only 10% for all students. The withdrawal rate for early alert students is much higher than the overall student population, 47% to 19%, respectively. This report shows that males are more often identified as early alert students across all ethnic populations expect Latino. The report also shows that students between the ages of 18 and 22 are most likely to be identified as early alert. Other distinctions of early alert students like enrollment status, citizenship, major of study, and degree objective are discussed. Tables are provided with specific results and explanations. (MKF)

ED 463 014 JC 020 233

Hurd, John D.; Luan, Jing
Findings and Recommendations Pertaining to National Student Clearinghouse Transfer Data Matching Results.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Outcomes Assessment; College Role; *College Transfer Students; Community Colleges; *Educational Objectives; *Enrollment; Institutional Research; Program Implementation; *Transfer Rates (College); Two Year Colleges
IDENTIFIERS- *Cabrillo College CA

This document is a report on the data-matching findings of former students at Cabrillo College (California). The college used data from the National Student Clearinghouse (NSC) database and conducted data matching on 81,964 students who attended and left the community college from 1992 to 2001. Findings indicated that the transfer rates of students at the college have held steady or increased since 1996. About 25% of the students were shown to have transferred either to out-of-state four-year colleges or non-University of California (UC)/California State University (CSU) institutions. More than a third of the students were enrolled in a UC institution, with more than another third enrolled at a CSU institution. The report recommends that: (1) the California Community Colleges Chancellor's Office (CCCCO) should work with UC/CSU system offices to release to community colleges unitary data records beyond summary report for transfer improvement research; (2) individual colleges should be encouraged to use NSC data to report as their transfer counts; (3) policies should be

IDENTIFIERS- *Canada; *Clowns

A research project was conducted to determine how and what clown-doctors know on entry to the profession and how and what they learn both formally and informally in a hospital environment; the linkages between informal and formal learning in clown-doctor training and practice in Canada; and "best practices." Information was gathered through personal research (continuing), interviews with clowns and training personnel in Winnipeg, Vancouver, and Toronto; a conference in Europe; roundtable discussions; and informal discussions by telephone and e-mail. The research found that the current clown programs in Canadian hospitals, dating to 1986, take two major approaches: (1) clowns who wear circus-style costumes and make-up work as part of the child life program at a single hospital, work alone, are non-verbal, bring props and toys, do not use music, and play within a "small" and quiet way; and (2) clowns who usually wear a white coat, red nose, and minimal make-up, have unique personalities and names, work in pairs, are not hospital employees or work in several hospitals, and use sound, language, and music. The study found that all 10 clowns currently working in Canada have wide educational backgrounds and have had both formal and informal training that has helped prepare them for their work as clown-doctors. Most of their additional professional development occurs through informal interaction with other clowns, with healthcare staff, and with patients and family members. The study concluded that while all the Canadian clowns are professional and useful in their fields, there is an urgent need to examine, design, and develop appropriate professional development and inservice training models and modules for clown-doctors. (KC)

ED 462 546   CE 082 924

McCaslin, N. L.; Parks, Darrell
Teacher Education in Career and Technical Education: Background and Policy Implications for the New Millennium.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 58p.; Paper prepared for the National Career and Technical Teacher Education Institute, "A Call for Renaissance in Career and Technical Teacher Education" (Scottsdale, AZ, February 6-9, 2002).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demonstration Programs; Educational Certificates; *Educational Change; Educational Environment; Higher Education; Innovation; Knowledge Base for Teaching; Standards; *Teacher Certification; Teacher Competencies; Teacher Education; Teacher Education Curriculum; *Teacher Education Programs; Teacher Effectiveness; Teacher Supply and Demand; Teaching (Occupation); *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Career and Technical Education; *Conceptual Models

Producing high quality career and technical education (CTE) teachers knowledgeable about content and pedagogy is a way that states can equip students with high levels of technical and academic skills. This can help states and the nation have a higher quality workforce and become more economically competitive. CTE teacher education does not operate in a vacuum. All factors that have impacted CTE have roots in our teachers to get students to write across the curriculum; raise standards in all English classes; provide workshops for high school teachers and career center teachers to develop joint assignments; improve guidance to middle grade students; and follow up graduates. The state, school district, and the Southern Regional Education Board supported Gilmer County's efforts. (YLB)

ED 462 562 CE 082 957

Case Study: Hoke County High School, Raeford, North Carolina.
PUB DATE- 97
NOTE- 18p.; Part of the High Schools That Work (HSTW) Initiative. For other case studies, see CE 082 956-964 and UD 034 827.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; Block Scheduling; Case Studies; Community Support; Economically Disadvantaged; *Education Work Relationship; *Educational Change; *Educational Improvement; English Instruction; Graduation Requirements; High Schools; Instructional Leadership; Integrated Curriculum; Mathematics Instruction; Professional Continuing Education; Program Improvement; School Business Relationship; School Community Relationship; School Guidance; School Holding Power; Science Instruction; Staff Development; Teacher Administrator Relationship; Teacher Collaboration; Teacher Exchange Programs; Teacher Expectations of Students; *Vocational Education
IDENTIFIERS- High Schools That Work; Southern Regional Education Board

A determined core of teachers and a dedicated vocational director at Hoke County High School, Raeford, North Carolina, made outstanding progress in raising student achievement despite economic, social, and demographic odds. The project was part of the Southern Regional Education Board's (SREB's) High Schools That Work initiative. The first barrier was building teacher support for change. The English and science departments were restructured to guide students into more challenging courses. Extra help was provided in mathematics. Vocational programs were refocused and redirected with national skill standards as guides. Strategies to make changes were a two-semester school year; block schedule; strengthened guidance; team teaching; staff development; and a teacher exchange program with business and industry. Academic and vocational studies were integrated. Improvement was shown by career-bound students' completion of SREB's recommended curriculum and more youth pursuing further education. Lessons learned were students will meet high expectations with access to new instructional methods and extra help; continuous staff development is necessary to involve staff in school improvement; students learn from community involvement; students who experience success and are interested in what they are learning are more apt to stay in school; and teachers must be actively involved in planning and developing school improvement. (YLB)

ED 462 563 CE 082 958

Case Study: North Laurel High School, London, Kentucky.
PUB DATE- 97
NOTE- 18p.; Part of the High Schools That Work (HSTW) Initiative. For other case studies, see CE 082 956-964 and UD 034 827.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

education, and professional development in and out of school; in day, evening, or weekend courses; and distance education. The state, workplaces, grants, and foreign assistance provide financing. A variety of organizations cooperate to provide continuing education. High-risk groups receive preferential treatment in training for the unemployed. Barriers to CE are the following: (1) legislation; (2) varied and liquid market of non-public, out-of-school education institutions; (3) discrepancy between skills taught in school and those required vocationally; (4) inadequate involvement of social partners in training issues; (5) difficulties in diagnosing local training needs; (6) passivity by the unemployed; (7) access; and (8) no adult educator education system. International assistance initiatives address training the unemployed and providing vocational guidance. Current directions of development indicate the state's role in creating CE legislation and direct financing of schools for adults. CE as part of the active labor market policy involves training the unemployed, handicapped, and farmers for non-agricultural employment and education for small business development. Examples of CE as an aid in restructuring of the economy are restructuring of the mining industry; trimodule training for vocational activization of the unemployed; and development of vocational information resources and guidance methods for supporting the unemployed and job seekers. (Contains 24 footnotes.) (YLB)

ED 462 579   CE 082 994

Zielinska, Krystyna
The Education and Professional Development of Vocational Education Teachers.
PUB DATE- 98
NOTE- 49p.; Corporate source is Task Force for Training and Human Resources, Cooperation Fund.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Developed Nations; *Educational Change; Educational Development; *Educational Improvement; *Educational Quality; Educational Research; Financial Support; Foreign Countries; Higher Education; Professional Continuing Education; Professional Development; School Business Relationship; *Teacher Education; Teacher Effectiveness; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Poland

Undertakings to improve teacher education in Poland have taken on these three main directions, with quality as the priority: (1) a system for accrediting higher schools (academic institution quality); (2) new regulator for standardizing the program of studies (program quality); and (3) system for teachers' progressive qualification and development (teacher quality). Under conditions of the school-dominant system for vocational education, in-enterprise practical professional development for instructors has not been developed. The education macrosystem has no subsystem for educating vocational school teachers. Teaching personnel have opportunities for further or continuing education, but their ability to take advantage of them is seriously limited by insufficient budgets of state education institutions and high fees of all market-oriented forms. Poland has no national research and development research institute for vocational education. Higher education institutions offer master's, engineer's vocational, and licentiate studies. Reform trends in directed studies are breaking down of studies' organizational curriculum rigidity and a departure from the

Disabled); Adults; Affirmative Action; Assistive Devices (for Disabled); Attitudes toward Disabilities; Career Planning; *Disabilities; Disability Discrimination; *Employment; Employment Interviews; Employment Opportunities; Employment Qualifications; Equal Opportunities (Jobs); Job Applicants; Job Application; *Job Search Methods; Job Skills; Reentry Workers; *Resources; Resumes (Personal); Self Advocacy; Severity (of Disability); State Programs; Unemployment
IDENTIFIERS- *Americans with Disabilities Act 1990; *Colorado

This three-section guide was created to help people with disabilities in the state of Colorado look for and find employment. Aimed at both potential employees and employers, the guide provides information to help citizens with disabilities to prepare for and represent themselves when seeking employment and to better understand their rights under the Americans with Disabilities Act (ADA). It also provides information to help Colorado employers to ensure equality of opportunity for individuals with disabilities. Section 1 covers the job-search process, including myths and realities about individuals with disabilities, attitudes and transferable skills, agencies that can help, resume writing, searching for job openings, job application forms, interviews, and disclosure of disability information. Section 2 covers the ADA, including disclaimer, definitions, essential job functions, reasonable accommodation, undue hardship, employment process considerations, alcohol and drug issues, workers compensation, and employment discrimination. The final section of resources lists telephone numbers of federal agencies involved with the ADA; 24 pamphlets, videotapes, and other materials concerning the ADA and job-hunting; and Colorado Workforce Centers. (KC)

ED 462 596 CE 083 046

Smith, Sharon Williamson
Adult Literacy Clients as Authors: A Feminist Poststructuralist Perspective.
PUB DATE- 00
NOTE- 423p.; Doctor of Education, Dissertation, University of Massachusetts.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Authors; Creative Writing; Discourse Analysis; Discourse Communities; *Discourse Modes; Educational Research; Ethnography; *Feminist Criticism; Identification (Psychology); *Interaction; *Literacy Education; Self Concept; Student Empowerment; *Student Publications; Student Role; Student Writing Models; Teacher Student Relationship; Teaching Methods; Writing Instruction; Writing Workshops
IDENTIFIERS- Conversational Analysis; *Emancipatory Literacy

Many adult literacy programs invite their clients to become authors by articulating their life experiences, ideas, and opinions in writing that is published. Theoretical perspectives from feminist poststructuralism were used to determine what happened when clients were positioned as authors in light of their identities other than authors. The study focused on three literacy clients who interacted with each other and with tutors in adult basic education tutoring sessions and author's workshops in a public elementary school. An ethnographic approach was used to collect and analyze data, along with conversation analysis techniques from sociolinguistics. Identities from three categories--authorship, school, and family--were found to be prominent and interactive with each education or training organization, teacher/trainer, industry policy maker, and individual learner. Chapter 6 examines implications of online delivery for instructional design, curriculum design, and teachers and learners in a constructivist online environment. Chapters 7-8 offer findings and directions for further research. (Contains 81 references.) (YLB)

ED 462 613 CE 083 068

Strickland, A.; Simons, M.; Harris, R.; Robertson, I.; Harford, M.; Edwards, A.
Evaluating On- and Off-the-Job Approaches to Learning and Assessment in Apprenticeships and Traineeships. Australian Apprenticeships.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 01
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Adult Learning; *Apprenticeships; Auto Mechanics; Classroom Environment; Cognitive Style; Developed Nations; *Education Work Relationship; *Educational Quality; Educational Research; Foreign Countries; Hospitality Occupations; National Surveys; *Outcomes of Education; Postsecondary Education; School Business Relationship; Student Attitudes; Student Evaluation; *Teaching Methods; *Trainees; Vocational Education; Work Environment
IDENTIFIERS- *Australia; Stakeholders

A study explored learning and assessment experiences of Australian apprentices and trainees (A&Ts) using focus groups of 66 stakeholders in every state and territory; case study analyses of 20 diverse sites; and a national questionnaire of 595 A&Ts in motor mechanics and hospitality work. Stakeholders viewed apprenticeships and traineeships as serving objectives relating to entry to the labor market and provision of training pathways leading to nationally recognized qualifications. Approaches to learning and assessment varied by mix of learning and assessment undertaken, degree of formality, and extent to which they were undertaken by qualified trainers or left to employees working with A&Ts. Learning strategies that were interactive, treated learners as adults, and that were responsive to learning needs and styles were of greatest benefit. A&Ts had their learning and assessment expectations met, but that was more likely in cases where learning and assessment occurred in a combination of workplace and off-site experiences. A&Ts indicated each learning environment has its strengths and limitations. Achieving quality learning and assessment systems for A&Ts revolved around these two foci: (1) constant monitoring of the balance between needs of the enterprise and of A&Ts; and (2) developing and sustaining effective partnerships among A&Ts, employers, and training providers. (Appendixes include 74 references, instruments, case study profile, and additional data.) (YLB)

ED 462 614 CE 083 069

Harris, R.; Simons, M.; Bridge, K.; Bone, J.; Symons, H.; Clayton, B.; Pope, B.; Cummins, G.; Blom, K.
Factors That Contribute to Retention and Completion Rates for Apprentices and Trainees. Australian Apprenticeships.
SPONS. AGENCY- Australian National Training Authority, Melbourne.

ED 462 629 CE 083 101

MacAllum, Keith; Taylor, Susan Hubbard; Johnson, Amy Bell

Manufacturing Educational Change: Impact Evaluation of the Lansing Area Manufacturing Partnership Pilot Program. Executive Summary.

PUB DATE- 99

NOTE- 8p.; Originally prepared for the UAW-GM Center for Human Resources.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Attendance; Case Studies; Comparative Analysis; Corporations; *Education Work Relationship; Educational Attainment; *Educational Change; Employment Level; Employment Patterns; Employment Potential; Employment Qualifications; High School Seniors; High Schools; Higher Education; *Manufacturing Industry; Models; *Outcomes of Education; Parents; *Partnerships in Education; Pilot Projects; Postsecondary Education; Private Sector; Program Effectiveness; Public Sector; School Business Relationship; Student Motivation; Unions; *Vocational Education; Work Attitudes

IDENTIFIERS- Impact Studies; *Lansing Area Manufacturing Partnership MI; Workplace Learning

The Lansing Area Manufacturing Partnership (LAMP) is an academically rigorous, business/labor-driven school-to-career program in Lansing, Michigan, that includes business, union, school, and parent partners and provides participating students with work-based learning experiences for 2.5 hours every day throughout their senior year. LAMP's short-term impacts were evaluated in an extensive case study of its effects on participants from the classes of 1998 and 1999. The case study established more than 40 impacts affecting LAMP participants. The LAMP program participants responded well to the new instructional practices of work-based, project-based, and team-based learning as evidenced by increases in their motivation and attendance, their improved interpersonal skills, and the clearer focus of their postsecondary plans. In contrast to many school-to-career initiatives taking place around the nation where industry plays a less active role, LAMP's employer partners have made a deep and genuine commitment to the program. Participation in LAMP improved and added to many participants' employability skills. Beyond helping selected students better prepare for their postsecondary careers in college and work, LAMP has contributed to broader educational reform. Participation in LAMP was shown to change educator and staff perspectives on manufacturing careers. The case study established that LAMP is well positioned to have a strong impact on public education. (MN)

ED 462 630 CE 083 102

MacAllum, Keith; Worgs, Donn; Bozick, Robert; McDonald, Deanne

Transitioning to College and Career: Interim Findings of the LAMP Longitudinal Study.

PUB DATE- 01

NOTE- 21p.; Originally prepared for the UAW-GM Center for Human Resources.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Career Development; Career Planning; Comparative treatment and much of the evidence that does exist is not being used. Key findings in neuroscience, behavioral, prevention, and treatment research that will help guide future research are presented. The challenges for developing effective prevention programs, treatments, and services are reviewed. Particular attention is given to disciplinary insularity, which affects the adoption of research findings in practice settings. This report proposes the use of new models for integrating basic research with intervention development and service delivery. Linkages between the different sciences and delivery systems are recommended for overcoming obstacles. It suggests that the development and dissemination of new research-based interventions will require scientists to create partnerships with community leaders, families, and providers. A 10-year plan for advancing research on child and adolescent mental health interventions is included. Recommendations are presented in three areas: interdisciplinary research development, new training initiatives to build a cadre of high-caliber scientists, and programs to advance research in such areas as prevention, psychosocial interventions, and psychopharmacology. (JDM)

ED 462 650   CG 031 591

Blueprint for Change: Research on Child and Adolescent Mental Health. Report of the National Advisory Mental Health Council's Workgroup on Child and Adolescent Mental Health Intervention Development and Deployment.
PUB DATE- 01
NOTE- 181p.; For Executive Summary and Recommendations, see CG 031 590.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Biological Influences; Child Health; *Children; *Delivery Systems; Environmental Influences; *Intervention; *Mental Disorders; Mental Health; National Norms; Outcomes of Treatment; Psychotherapy; *Research and Development; Social Influences; Theory Practice Relationship

Findings from research in neurobiology, genetics, behavioral science, and social science have led to an increased understanding of the complex interactions among genetic and socioenvironmental factors and their contribution to child and adolescent mental disorders. Although scientifically proven interventions are available, the gap between research and practice continues to widen. Interventions often fail to take into account the sociocultural context in which they will be implemented. Part of closing the gap entails investigating the best methods for deploying evidence-based approaches to real-world settings. This report specifically focuses on child and adolescent mental health intervention development and deployment. It begins with a review of child and adolescent mental health intervention research. It includes recent activities concerning the environment surrounding child mental health and the guiding principles and conceptual model for the report. Section 2 looks at current and future prospects for child and adolescent intervention research. National estimates are considered for costs, financing policy, and services utilization. Key scientific areas for research are reviewed such as, neuroscience, behavioral science, prevention, psychosocial interventions, and psychopharmacology. Service effectiveness and system improvements are described. Section 3 discusses infrastructure and training and Section 4 considers future directions for child and adolescent mental health decision-making skills, and relationship skills. Part 7 summarizes all the information presented for application in the field. Appended are: Warm-Ups and Energizers; Quick Breaks!; Assorted Ideas; and Games and Session Ideas. (JDM)

ED 462 670 CG 031 620

Gysbers, Norman C.; Henderson, Patricia
Leading and Managing Comprehensive School Guidance Programs. ERIC/CASS Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Comprehensive Programs; Cooperation; *Educational Objectives; Elementary Secondary Education; Guidance Objectives; *Guidance Programs; Leadership Responsibility; *School Counseling
IDENTIFIERS- ERIC Digests

Fundamental beliefs and organizational structure represent an important part of comprehensive guidance programs serving students from pre-kindergarten through grade 12. These programs help students gain competencies in the areas of personal/social, educational, and career development at all educational levels. Comprehensive programs guarantee that all students have access to school counselors and school counselors have access to all students. A comprehensive school guidance program is implemented through a team approach that uses all staff members in roles appropriate to their training and competence. District and building guidance program leaders fulfill four roles: administrator, supervisor, manager, and professional leader. When guidance is conceptualized and implemented as a program in schools, with the appropriate leadership, it places guidance conceptually and structurally in the center of education and education reform. (JDM)

ED 462 671 CG 031 621

Schunk, Dale H.
Self-Regulation through Goal Setting. ERIC/CASS Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Aspiration; Counseling; Counseling Theories; Elementary Secondary Education; *Goal Orientation; *Learning Strategies; School Counseling; *Self Motivation; Student Educational Objectives
IDENTIFIERS- ERIC Digests; *Self Regulation

Self-regulation, the systematic effort to direct thoughts, feelings, and actions towards the attainment of one's goals, is receiving importance in the psychological and educational literatures. Goals are involved across the different phases of self-regulation, first as forethought, then in performance

DESCRIPTORS- Elementary Education; *High Risk Students; *Language Arts; *Language Skills; Preschool Education; *Student Needs
IDENTIFIERS- *Language Delayed; Learning Environment; Research Synthesis

This document contains issues of the "Syndactics Bulletin" published between 1989 and 1991. Volume 6 includes 9 issues provided between January and December of 1989; volume 7 includes 9 issues produced between January and December of 1990; and volume 8 includes the only 5 issues of the Bulletin published in 1991. Each four-page bulletin contains brief synopses of various research studies performed and any significant findings that resulted relating to language delayed students, language-delayed and at-risk student education, and/or language issues in education. Appended are 2 issues of "Best of the Syndactics Bulletin" spanning the years between 1984 and 1988. The first of these special issues focuses on the "Best of Research" reported in the Bulletin during these years. The second special issue focuses on the "Best of Exchange" (i.e., the best of the correspondance letters between the readers and editor) published in the Bulletin during these years. (AA)

ED 462 691 CS 217 833

Jago, Carol
Cohesive Writing: Why Concept Is Not Enough.
PUB DATE- 02
NOTE- 125p.; Foreword by Kylene Beers.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *Cohesion (Written Composition); Instructional Effectiveness; Secondary Education; Teaching Methods; Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Skills
IDENTIFIERS- Writing Samples

To write cohesively means doing many things at once--wrestling with ideas, balancing form and function, pushing words this way and that, attending to syntax and diction, and employing imagery and metaphor until a coherent message emerges. Though full of promise, student writing typically lacks cohesion, and the question is whether the fault lies in students or in a method of teaching writing which lacks the cohesion it expounds. This book offers an approach that is the very example of the kind of cohesion the author/educator expects from her students' writing. Neither a lock-step lesson plan nor a simple recipe, the book is an organized, coherent method that works by offering clear and complete guidelines for the most common types of writing: informational and persuasive writing, narrative writing, and writing about literature. According to the book, the method centers on the author's core beliefs: To learn to write, students must write; Authentic tasks and topics generate the most cohesive student writing; Students need both supportive and critical feedback; and There is no cohesive writing without revision. Complete with worksheets, rubrics, and graphic organizers, plus student samples and stories that are both engaging and familiar, the book provides the strategies for teaching writing that result in significant student growth. (Contains a 22-item bibliography.) (NKA) in children's learning and development, the paper makes several relevant recommendations for teacher educators, teachers, and school administrators. (Contains 20 references and lists related resources.) (NKA)

ED 462 711 CS 510 784

Second-Language Literacy Instruction. A Position Statement of the International Reading Association.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); *Literacy; Position Papers; *Second Language Instruction; *Second Language Learning; *Student Needs
IDENTIFIERS- International Reading Association; Language Policy; Nonnative Speakers

In the United States between 1986 and 1998, the number of children with limited English ability rose from 1.6 million to 9.9 million. Many of these second-language speakers of English also come from backgrounds of poverty, have parents with low levels of education, and attend schools in urban and rural areas that are plagued by limited resources, insufficient numbers of certified teachers, and poor physical structures. This position paper addresses the following questions: What is the International Reading Association's (IRA) position on second-language literacy instruction? What are some of the considerations to make when determining policy on second-language learning? What do these policy examples show about second-language literacy instruction? How should literacy instruction be given to second-language learners? and What are the recommendations of the IRA regarding second-language literacy instruction? The paper also makes recommendations to teachers, to parents, to policymakers, and to researchers. (NKA)

ED 462 712 CS 510 785

Supporting Young Adolescents' Literacy Learning. A Joint Position Statement of the International Reading Association and the National Middle School Association.
PUB DATE- 02
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Early Adolescents; *Literacy; *Middle School Students; Middle Schools; Position Papers; *Reading Instruction
IDENTIFIERS- International Reading Association; Purpose (Reading)

During the middle school years, young adolescent students can use reading to help answer profound questions about themselves and the world. It is during the middle school years that most students refine their reading preferences; become sophisticated readers of informational text; and lay the groundwork for the lifelong reading habits they will use in their personal, professional, and civic lives. With good instruction, ample time, and opportunity to read across a variety of types of texts, young adolescents can become successful readers both in and out of the school setting. This position paper states that schools should provide the following: Continuous reading

(ED), Washington, DC.
PUB DATE- 02
NOTE- 6p.; Published four times during the school year. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Attitudes; Administrator Role; Elementary Secondary Education; *Leadership; Leadership Qualities; *Leadership Styles; *Principals; School Administration; Standards

The definition of the role of school principal is currently undergoing transformation in light of modern school issues and a shortage of qualified candidates. In "A Century's Quest to Understand School Leadership," Kenneth Leithwood and Daniel Duke conclude that recent thinking has focused on six forms of leadership: instructional, transformational, moral, participative, managerial, and contingent. In "Leadership for Student Learning: Reinventing the Principalship," the Institute for Education Leadership tells why many individuals with administrative credentials choose not to pursue jobs and suggests some solutions. In "Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do," the National Association of Elementary School Principals proposes six standards to provide a professional development agenda for practicing principals. In "Leadership in Education: Five Commonalities," Mark Goldberg distills five common traits from interviews with educational leaders. In "Trying to Stay Ahead of the Game: Superintendents and Principals Talk about School Leadership," Steve Farkas and others provide clues on how principals feel about their jobs. (RT)

ED 462 733 EA 031 545

McRobbie, Joan
Are Small Schools Better? School Size Considerations for Safety & Learning. Policy Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Attendance Patterns; *Educational Environment; Elementary Secondary Education; Poverty; *School Safety; *School Size

New studies from the 1990s have strengthened an already notable consensus on school size: smaller is better. This policy brief outlines research findings on why size makes a difference, how small is small enough, effective approaches to downsizing, and key barriers. No agreement exists at present on optimal school size, but research suggests a maximum of 300-400 students for elementary schools and 400-800 for secondary schools. Researchers focusing on the interaction between poverty and enrollment size offer a rule of thumb: the poorer the school, the smaller its size should be. Major benefits derived from small schools include: students learn well and often better; violence and behavior problems diminish, and attendance is higher and dropouts fewer. Poor and minority students benefit the most. Positive changes that smallness invites include the forming of strong personal bonds, parent and community retain students of higher socioeconomic status and ability and lessen the disparity in peer groups between the public and private sectors. Questions about the likely effects of the implementation of a private-school voucher program cannot be answered because of lack of relevant data at this time. (Contains 25 references and 8 tables.) (RT)

ED 462 754 EA 031 608

Somers, Marie-Andree; McEwan, Patrick J.; Willms, J. Douglas
How Effective Are Private Schools in Latin America? Occasional Paper.
PUB DATE- 01
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; Foreign Countries; *Private Schools; Public Schools; *School Effectiveness
IDENTIFIERS- *Latin America

Using multilevel modeling and data from 10 Latin American countries, this paper provides new evidence on the relative effectiveness of public and private schools. There are substantial differences in the achievement of private and public schools, usually around one-half a standard deviation. A small portion of these differences is accounted for by the higher socioeconomic status of students in private schools. A substantial portion is explained by the varying peer-group characteristics in private and public schools. After accounting for peer characteristics, the average private-school effect across all 10 countries is zero, though with some variance around this mean (the effects range between -0.2 and 0.2 standard deviations). Evidence on selection bias is inconclusive, but the paper argues that these effects may constitute an upper boundary to the true effects. These results may help in predicting the impact of relatively small voucher programs. In this respect, transferring students to private schools would yield substantial increases in student achievement, remembering, however, the strong evidence that most of these gains would arise from the beneficial effect of "better" peer groups, as opposed to greater school effectiveness. Hence, the policy usefulness of the current empirical evidence should not be overstated. (Contains 68 references, 7 tables, and 2 figures.) (RT)

ED 462 755 EA 031 609

Sander, William
The Effects of Catholic Schools on Religiosity, Education, and Competition. Occasional Paper.
PUB DATE- 01
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Catholic Schools; Competitive Selection; Educational Vouchers; Elementary Secondary Education; Equal Education; Private Education; Private Schools

Four criteria that have been suggested to evaluate the effects of private schooling and education vouchers are: (1) freedom of choice; (2) productive efficiency; (3) equity; and (4) social cohesion. This study uses these criteria to evaluate some of the effects of Catholic schooling in the United States.

distribute captioned videos or educational materials; (4) provide free educational materials, including textbooks, in accessible media for students who are visually impaired and print-disabled in elementary, secondary, postsecondary, and graduate schools; and (5) provide cultural experiences through appropriate nonprofit organizations, such as the National Theater of the Deaf. The projects are grouped by funding competitions and include grant number, title, project director, beginning and ending dates, and contact information. An abstract usually describes the project's purpose, proposed method, and proposed products. Four indexes are provided: a project director index, an organization index, a state index, and a subject index. (CR)

ED 462 774 EC 308 836

Prelock, Patricia A.
Preparing Speech-Language Pathologists and Early Childhood Providers To Serve the Needs of Children with Autism Spectrum Disorders in Rural Settings. Performance Report Year 3: 1999-2000.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Allied Health Personnel; *Autism; *Interdisciplinary Approach; Preschool Education; *Professional Development; *Rural Areas; Special Education; Speech Language Pathology; *Speech Therapy; Teacher Education; *Team Training; Teamwork; Training Methods

This report describes the activities and performance of the Vermont Rural Autism Project (VT-RAP), a training program designed to prepare 16 interdisciplinary trainees as specialists to serve children with autism spectrum disorders (ASD) in rural settings each year for a total of 48 specialists trained over the 3 years of the project. Four of the 16 trainees prepared each year complete the training program as part of their master's degree in speech-language pathology (SLP). Four trainees are master's prepared SLPs who complete 18 credits of course work and practica as specialists in ASD. Four trainees are master's prepared early childhood special educators who complete 18 credits of coursework and practica as specialists in ASD. Lastly, four trainees are related service providers who complete at least nine graduate credits of course work and practica as specialists in ASD. To respond to the need for interdisciplinary, community-based teams to serve the needs of children with ASD, the 16 trainees are divided into four teams. Results from the project indicate progress continues to be made in achieving the objectives that have been formatted for the purpose of developing, implementing, assessing, and disseminating this training program for professionals serving children with ASD and their families. (CR)

ED 462 775 EC 308 837

A Program To Prepare Doctoral Level Special Educators with an Early Childhood Emphasis Area.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 18p.; Sarah Rule, Project Director.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Accommodations (Disabilities); Communication Skills; *Disabilities; *English; *Language Arts; Learning Activities; Literature; Reading Comprehension; Secondary Education; *Slow Learners; Teaching Guides; Teaching Methods; Writing (Composition)
IDENTIFIERS- *Florida

This teacher's guide and student workbook are part of a series of content-centered supplementary curriculum packages of alternative methods and activities designed to help secondary students who have disabilities and those with diverse learning needs succeed in regular education content courses. The content of Parallel Alternative Strategies for Students (PASS) materials differs from standard textbooks and workbooks in several ways. Simplified text, smaller units of study, reduced vocabulary level, increased frequency of drill and practice exercises, less cluttered format, and presentation of skills in small, sequential steps. The material is designed to supplement state-adapted textbooks and other instructional materials. Both texts are based on the Florida Curriculum Frameworks and correlates to the Sunshine State Standards. They are divided into six units of study which correspond to the Language Arts Strands of the state standards. The content focuses on concepts, instructional text, and activities and culminates with an application for students to demonstrate learning. Each unit in the teacher's guide includes an overview, suggestions for enrichment, unit assessment, and answer keys. Five appendices in the guide include some instructional strategies, teaching suggestions, accommodations/modifications for students, a vocabulary word list, and information on correlation to state standards. The student workbook contains vocabulary, an explanation of the content, and practice exercises designed to evaluate comprehension. (Contains 36 references.) (DB)

ED 462 791 EC 308 859

Atkinson, Missy; Fresen, Sue; Goldstein, Jeren; Harrell, Stephanie; MacEnulty, Patricia; McLain, Janice
English III. Teacher's Guide and Student Workbook . Revised. Parallel Alternative Strategies for Students (PASS).
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Instructional Support and Community Services.
PUB DATE- 98
NOTE- 471p.; Course No. 1001370. Part of the Curriculum Improvement Project funded under the Individuals with Disabilities Education Act (IDEA), Part B. Adapted from "English Skills III." See ED 294 246 for earlier edition.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Accommodations (Disabilities); Communication Skills; *Disabilities; *English; *Language Arts; Learning Activities; Literature; Reading Comprehension; Secondary Education; *Slow Learners; Teaching Methods; Writing (Composition)
IDENTIFIERS- *Florida

This teacher's guide and student workbook are part of a series of

NOTE- 192p.; Foreword by Jeffrey Strully. Written "with invited contributors."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Assessment; *Disabilities; *Education Work Relationship; Educational Assessment; *Evaluation Methods; Secondary Education; *Student Evaluation; *Transitional Programs; Young Adults

The 10 papers in this book attempt to provide some creative approaches to assessment of individuals with disabilities as they transition from the school experience to the adult world. The papers are: (1) "For Whom the Test Is Scored: Assessments, the School Experience, and More" (Douglas Fisher and Caren L. Sax); (2) "Person-Centered Planning: More Than a Strategy" (Caren L. Sax); (3) "Self-Determined Assessment: Critical Components for Transition Planning" (Michael L. Wehmeyer); (4) "The Three C's of Family Involvement: Things I Wish I Had Known" (Barbara Buswell and Caren L. Sax); (5) "Informal Assessment Procedures" (Carolyn Hughes and Erik W. Carter); (6) "Measuring What's Important: Using Alternative Assessments" (Colleen A. Thoma and Mary Held); (7) "Assessing Individual Needs for Assistive Technology" (Gerald Craddock and Marcia J. Scherer); (8) "Vocational and Career Assessment" (Patricia Rogan and Others); (9) "Transition Service Integration Model: Ensuring That the Last Day of School Is No Different from the Day after" (Nicholas J. Certo and Others); and (10) "Putting Transition Plans into Action: 'I Don't Want To Count Money at Home Anymore!'" (Caren L. Sax and Colleen A. Thoma). A final coda is "The Watergivers: A History of a Helping Profession" (Scot Danforth). (Individual papers contain references.) (DB)

ED 462 808 EC 308 884

Boudah, Daniel J.; Weiss, Margaret P.
Learning Disabilities Overview: Update 2002. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.; Digest number E624.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Educational Practices; Elementary Secondary Education; Incidence; *Instructional Effectiveness; Interpersonal Competence; *Learning Disabilities; Mathematics; Memory; Metacognition; Reading; *Student Characteristics; *Underachievement; Written Language
IDENTIFIERS- ERIC Digests; *Related Services

This digest of what is currently known about learning disabilities (LD) begins with a brief vignette and then notes that individuals with LD generally have average or above average intelligence, yet underachieve in academics. Five common problem areas for individuals with LD are also examined: reading, written language, math, memory, and metacognition. Other topics briefly addressed include social and behavioral characteristics of students with LD, prevalence of LD, causes, best practices (such as direct instruction of specific skills and learning strategy instruction), and program options within a continuum of school services. (Contains 17 references.) (DB)

Christian, Donna, Ed.; Genesee, Fred, Ed.
Bilingual Education. Case Studies in TESOL Practice Series.
PUB DATE- 01
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs; *Case Studies; Elementary Secondary Education; *English (Second Language); Foreign Countries; Hawaiian; *Immersion Programs; Indigenous Populations; Japanese; Language Maintenance; Language Planning; Maori; Program Descriptions; School Community Relationship; Second Language Learning; Sociolinguistics; Spanish; Uncommonly Taught Languages
IDENTIFIERS- Hawaii; Hungary; Indiana; Italy; Japan; New Zealand; Slovakia

This edited volume contains studies demonstrating the linguistic, cultural, and academic contributions that bilingual approaches to education can make around the world. It is divided into three parts and 12 chapters. Chapter one, "Bilingual Education: Contexts and Programs," is an introduction by the editors. Part one, "Learning a Majority Language through Bilingual Education," is divided into the following five chapters: "Creating Community--Un Mundo Entero: The Inter-American Experience" (Cheryl Urow and Jill Sontag); "Success for All in a Two-Way Immersion School" (Margarita Calderon and Robert E. Slavin); "Strengthening the Transition in Transitional Bilingual Education" (William M. Saunders and Claude Goldenberg); "Trilingual Schools in the Ladin Valleys of South Tyrol, Italy" (Kurt Egger, Margareth Lardschneider McLean); and "A Bilingual Hungarian/Slovak School in the Slovak Republic" (Bridget Fitzgerald Gersten). Part two, "Maintaining an Indigenous Language through Bilingual Education," is divided into the following three chapters: "E Ola Ka Hawaii I Kona Olelo: Hawaiians Live in Their Language" (Lois A. Yamauchi and Puanani Wilhelm); "Balancing Tradition and Modernity: A Natural Approach to Maori Language Revitalization in a New Zealand Secondary School" (Richard A. Benton); and "The Seventh Generation of Kahnawake: Phoenix or Dinosaur" (Kaia'titahkhe Annette Jacobs and Aronhie:nies Edward J. Cross). Part three, "Learning an International Language through Bilingual Education" is divided into three chapters: "English Immersion in a Japanese School" (Mike Bostwick); "Hai, Genki Desu: Doing Fine in a Japanese Immersion Classroom" (Ruth Kanagy); and "An International Bilingual School in Indiana, USA" (Alain Weber). A subject index is included. (Contains 182 references.) (KFT)

ED 462 829 FL 026 915

Edge, Julian, Ed.
Action Research. Case Studies in TESOL Practice Series.
PUB DATE- 01
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Action Research; Cultural Awareness; *English (Second Language); Language Research; Metalinguistics; Second Language Instruction; Second Language Learning; Sociolinguistics; Student Journals; *Teacher Researchers; Writing Instruction

Chapter titles in this book include the following: "Attitude and Access: Building a New Teaching/Learning Community in TESOL" (Julian Edge); "Here It Is, Rough Though It May Be: Basic

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; Cognitive Style; Coping; *Counseling; Cultural Differences; Emotional Response; *English (Second Language); Higher Education; Immigrants; Second Language Learning; Tutoring
IDENTIFIERS- *City University of New York Kingsborough Comm Coll

Many factors that affect second language learning (e.g., cognitive, emotional, and cultural) can be addressed with counseling intervention. The Department of Student Development at Kingsborough Community College, New York, includes counselors who specialize in different student populations. Students are placed in a block program in which they share an English-as-a-Second-Language (ESL) teacher, speech teacher, counselor, and content area teacher. Counselors teach courses that address such issues as college procedures, acculturation, study skills, test taking skills, stress reduction, and career choice. Each ESL class is attached to one specific ESL counselor. Counselors are available for individual referrals and teacher consultations. Individual counseling sessions help students develop awareness of their own emotional responses and learning styles. Students who must remain in ESL classes for longer than usual are provided with special, more intensive services. Tutoring is available from rigorously trained and supervised tutors. Counselor-led English conversation groups allow students to speak English while expressing their feelings, fears, and frustrations. (SM)

ED 462 849   FL 027 188

Cornberg, David
To Learn, To Die/To Teach, To Kill: The Role of the Teacher in Contemporary Taiwan ESL Classrooms.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Foreign Countries; *Second Language Instruction; Student Development; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Confucius; PLATO; Socrates; *Taiwan; Tzu (Lao)

This paper examines the teacher's role in contemporary English as a Second Language (ESL) classrooms in Taiwan. Key figures in this exploration are Confucius, Chuang Tzu, Lao Tzu, Socrates, and Plato. The paper explains how the power of the student meets the power of the teachers. Students' power flows through their freedom and responsibility to accept or reject the teacher's content, style, and person. The more students accept, the more students learn. The more students learn, the more they consent to die in transformations mediated by the teacher. Teachers' power flows through their ability to kill the illusional student composed of ignorance, bad habits, inattention, lack of self-control, and lack of discipline constituted by prior experiences. Teachers' caederic powers depend entirely on the extent to which they have committed the necessary killings in their own lives. Such dyings and killings are presented in terms of the compulsory, the customary, and the authentic. The paper concludes that contemporary Taiwan ESL classrooms are sites where learning as dying and teaching as killing are necessary, possible, and desirable. The paper lays

PUB DATE- 02
NOTE- 20p.; Alternative title is "Using Nurse Educators To Teach Medical Students."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Clinical Teaching (Health Professions); Focus Groups; Higher Education; Interviews; Medical Education; *Medical School Faculty; *Medical Students; *Nurses; *Student Attitudes

One solution to the problem of providing instruction for medical students is to use nurses as clinical instructors for each of the required clinical clerkships. A study was conducted to evaluate the use of nurses as instructors in a school of medicine by studying students' perceptions of nurse instructors. Focus groups and individual interviews were conducted with 43 fourth-year medical students. Findings show that students think that nurse instructors fill gaps in knowledge by teaching basic concepts and provide a more comfortable learning environment than physician medical faculty. Nurses are perceived to bring clinical hands-on experience to the role, to offer support to students, and to bring organization to the clerkships. Overall, students view the role of nurse instructors as positive. Appendixes contain the interview protocol and the consent to participate in research. The research proposal introduces the study. (SLD)

ED 462 872 HE 034 692

Directory of Scholarships and Grants for Students and Researchers in Asia and the Pacific.
PUB DATE- 01
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Students; English; Financial Support; Foreign Countries; *Foreign Students; *Grants; Higher Education; Paying for College; *Researchers; *Scholarships; *Study Abroad
IDENTIFIERS- *Asia; *Pacific Region

This directory targets users in Asia and the Pacific who seek further study or research opportunities in which English is the medium of learning. Information gathered form various sources is compiled in three parts: (1) a brief account of fellowships offered or administered by the United Nations Educational, Scientific, and Cultural Organization; (2) information on scholarships, fellowships, or grants awarded by international and bilateral donors and institutions to qualified nationals of countries in Asia and the Pacific; and (3) a list of selected Web sites that offer useful tips on studying abroad. (SLD)

ED 462 873 HE 034 693

Lattuca, Lisa R.
Creating Interdisciplinarity: Interdisciplinary Research and Teaching among College and University Faculty. Vanderbilt Issues in Higher Education.
PUB DATE- 01
NOTE- 296p.
LANGUAGE- English

and Employment Sector on Career Outcomes. AIP Report.
PUB DATE- 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Careers; *College Graduates; *Employment Patterns; Graduate Surveys; Higher Education; *Masters Degrees; Masters Programs; *Physics; Undergraduate Study

This is the first in a series of reports that explore the career experiences of workers with physics training. A survey conducted in 1994 examined the education and employment experiences of a large sample of members of an academic honors society for undergraduate physics students. The analysis focused on 328 holders of bachelor's degrees in physics who completed their education at the master's level. Survey findings show that these degree recipients work in all sectors of the economy, although industry and the autonomous private sector (small business, professional practices and firms, and self-employment) are the largest employers of master's degree recipients. Among employed master's degree holders with physics backgrounds, nearly three-fifths received their highest degrees in a field other than physics. Those with degrees in fields other than physics had narrower career paths than those with degrees in physics, who enjoyed a wide range of career options. Both managers and engineers strongly endorsed the beneficial effects of a physics education on their careers. An appendix discusses survey methodology. (Contains 8 figures and 23 tables.) (SLD)

ED 462 894   HE 034 766

N[illegible]on, Stephen D.; Hammer, Philip W.; Czujko, Roman
Mastering Physics for Non-Academic Careers. AIP Report.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.
PUB DATE- 01
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Departments; *Educational Quality; Graduate Study; Graduate Surveys; Higher Education; *Masters Programs; *Physics

A detailed analysis was conducted of all master's degree programs in physics in the United States, including those that offer a master's as their highest physics program and those that have a master's program in parallel with the Ph.D. program. Data were collected from colleges and universities with master's degree programs and through phone interviews with department chairs or directors of graduate studies of each of the 186 departments on the target list. Professional master's degree programs were considered to be those that addressed the needs of the economy as well as the needs of students by providing fundamental knowledge and specialized skills. Professional master's degree programs had some combination of features in these categories: (1) bridge building; (2) programmatic emphasis; (3) research experiences; and (4) nontechnical aspects. Using these criteria, 22 physics departments were identified as having the strongest professional master's degree programs, and 17 were deemed strong. Twenty-three programs were designated as new professional master's degree programs. These programs were considered to have desirable features but were too new to be evaluated adequately. Six appendixes contain additional information about the studies and the research methodology,

Graphic Representations for Learning: Developing a Learner's Conceptual Framework.
PUB DATE- 01
NOTE- 7p.; In: Proceedings of SITE 2001: Society for Information Technology & Teacher Education International Conference (12th, Orlando, FL, March 5-10, 2001); see ED 457 820.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; *Educational Technology; Higher Education; Instructional Design; *Models; Preservice Teacher Education; Schools of Education; Student Centered Curriculum
IDENTIFIERS- Conceptual Frameworks; *Graphic Representation; *Representational Modeling; Teacher Centered Instruction

This paper discusses the use of graphic representations to develop a learner's conceptual framework. The benefits of the graphic representation of information throughout the learning experience are summarized. Examples are then presented from the instructional technology specialization area of the University of Houston-Clear Lake (Texas) School of Education, including a graphic representation of the department's philosophical orientation and representational models of the teacher-centered and student-centered models of instruction. (MES)

ED 462 917 IR 021 071

Crawford, Caroline M.
Impacting Learning Environments from PreKindergarten through Graduate School: Technologically Appropriate Professional Development and Classroom Integration Opportunities for Educators.
PUB DATE- 00
NOTE- 8p.; In: Proceedings of SITE 2001: Society for Information Technology & Teacher Education International Conference (12th, Orlando, FL, March 5-10, 2001); see ED 457 820.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Appropriate Technology; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; Instructional Design; *Instructional Development; Pilot Projects; Preschool Education; *Teacher Workshops; *Technology Integration
IDENTIFIERS- *Learning Environments; Technology Utilization

Professional development has historically been a "one-shot" workshop wherein information barrages the learner in a streaming fashion and little to no information is retained. Even more exasperating is the lack of follow-up support once the workshops have concluded. Due to the desire for technologically appropriate professional development and classroom integration opportunities for educators from the PreKindergarten through graduate school levels, a renewed emphasis upon impacting the learning environments through technologically appropriate professional development and classroom integration opportunities for educators has become an exciting area of growth. This article outlines a pilot study wherein professional development opportunities lead the way towards a highly interactive, supportive learning environment.

Model. The theoretical framework for the ICED model is drawn from three sources: (1) literature review of the change process, specifically the adoption of innovation, best practices for the professional development of teachers, and the integration of technology in the professional practice of teachers; (2) direct experience with the design, delivery, and assessment of technology-related professional development for K-16 teachers; and (3) reflective dialogue regarding the conditions that are necessary to integrate technology in a substantive way in professional practice. The paper covers the genesis of the ICED model, an overview of field test conditions and outcomes, setting up the field test, the ICED participants, the theoretical framework of the model, implementation of the model, field test outcomes, reflections, lessons learned, and modification of ICED activities. The Instructional Tool Box Audit, a chart showing the five elements of instruction, is appended. (MES)

ED 462 936   IR 021 094

Liu, Min; Hsiao, Yu-Ping
Middle School Students as Multimedia Designers: A Project-Based Learning Approach.
PUB DATE- 01
NOTE- 11p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Constructivism (Learning); Instructional Design; Learning Strategies; *Material Development; Middle School Students; Middle Schools; *Multimedia Materials; *Student Developed Materials; *Student Motivation; *Student Projects; Student Role
IDENTIFIERS- Learning Environment

This paper reports a research practice of engaging middle school students to be multimedia designers using a project-based learning approach. Specifically, it addresses two questions: whether a learner-as-multimedia-designer environment can increase middle school students' motivation toward learning; and whether the middle school students' cognitive strategy use is affected by engaging in the role of being a multimedia designer. The paper describes this learner-as-multimedia-designer environment in detail (the various phases, tasks, and tools). Both quantitative and qualitative data were used in the investigation. Data were collected using the Motivated Strategies for Learning Questionnaire and through student interviews. The results suggested that such an environment encourages students to be independent learners, good problem solvers, and effective decision-makers. Engaging middle school students in being a multimedia designer can have positive impact on their cognitive strategy use and motivation. (Contains 10 references.) (Author/MES)

ED 462 937   IR 021 095

Lowther, Deborah L.; Ross, Steven M.; Morrison, Gary R.
Evaluation of a Laptop Program: Successes and Recommendations.
PUB DATE- 01
NOTE- 10p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.

Countries; Futures (of Society); *Global Approach; *Information Networks; Information Systems; Information Theory; International Cooperation; International Organizations; *Regional Cooperation; *Telecommunications

This proceedings includes the papers presented at the 2002 conference of the Pacific Telecommunications Council (PTC), with its theme "Next Generation Communications: Making IT Work." The PTC2002 annual conference seeks to focus on harnessing the complexities of the broadest range of communications technologies and services for the user. Discussion of ideas on issues included the use of information and communication services, and how social and cultural factors shape and are shaped by the new technologies. Questions included: What are the new applications and services developments for business, industrial, and consumer interests? What models of successful implementation are available? Other topics included: the status, plans, directions, trends, issues, dependencies and critical success factors for effective communication developments in the Pacific Islands, and East, South and Southeast Asia; new developments in wireless communications, network technology, digital technology, broadcasting, fiber optic cable systems and internetworking, and the relationship of these developments to the user needs; policy and regulatory formation as they affect e-commerce, digital divide, broadband deployment, Internet governance and trade in telecoms; and economic and financial views of the industry, including models for funding infrastructure construction, deployment of services, and ways to promote access to the global information infrastructure from developing nations. (AEF)

ED 462 957   IR 021 117

Shaw, Sam; Zabudsky, Jeff
A Strategic Planning Approach to Technology Integration: Critical Success Factors.
PUB DATE- 02
NOTE- 11p.; In: Proceedings of the Pacific Telecommunications Council (PTC) Conference "Next Generation Communications: Making IT Work" (24th, Honolulu, Hawaii, January 13-17, 2002); see IR 021 116.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; Educational Planning; *Educational Technology; Foreign Countries; Higher Education; Information Technology; *Strategic Planning; *Technology Integration; Telecommunications
IDENTIFIERS- Alberta; Northern Alberta Institute of Technology; *Technology Implementation

Within most institutions of higher learning, the typical approach to the integration of new information and communications technologies into the teaching and learning process has involved a heavy reliance on early adopters. This path of least resistance approach has provided organizations with the opportunity to quickly claim a presence in the emerging E-learning world. However, the gap between these early faculty adopters and their majority colleagues remains a chasm. Research indicates that only about 5 to 10 percent of faculty are using new technology in any way that meaningfully changes the teaching and learning process. This paper argues that in order for new technology to make an institute-wide impact on presents recommendations for new and diverse modes of funding. The fifth section focuses on creating an effective management structure for new Federal research initiatives, and discusses managing long-term research; coordinating long-term research; and the review process. A sixth section presents the conclusion. (AEF)

ED 462 975 IR 021 135

Information Technology for the Twenty-First Century: A Bold Investment in America's Future. Implementation Plan.
PUB DATE- 99
NOTE- 82p.; Proposed in the President's FY 2000 Budget. Produced by the Information Technology for the Twenty-First Century (IT squared) Working Group. For a review of the Implementation Plan, see IR 021 136.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Budgets; *Federal Aid; Federal Programs; Financial Support; *Information Technology; Program Implementation; *Public Agencies; *Research and Development; Strategic Planning; *Technological Advancement
IDENTIFIERS- United States

This document is the implementation plan for the Information Technology for the 21st Century (IT squared) initiative. With this initiative, the Federal Government is making an important re-commitment to fundamental research in information technology. The initiative proposes $366 million in increased investments in computing, information, and communications research and development (R&D). Six agencies--all highly dependent on advances in information technology--are participating in the initiative: Department of Defense (DoD) (including the Defense Advanced Research Projects Agency DARPA); Department of Energy (DOE); National Aeronautics and Space Administration (NASA); National Institutes of Health (NIH); National Oceanic and Atmospheric Administration (NOAA); and National Science Foundation (NSF). Each agency will bring its own unique mix of capabilities and expertise to bear on an appropriate subset of the R&D objectives of the initiative. The initiative will extend existing R&D and provide opportunities to address new, complementary R&D topics in three key areas: long term information technology R&D leading to fundamental advances in computing and communications; advanced computing infrastructure to facilitate scientific and engineering discoveries of national interest; and research on the economic and social implications of the Information Revolution, and the training of additional information technology workers at universities. Details for each of these areas are presented in three sections of this report, with each section providing an introduction and strategy and descriptions of specific agency efforts. A final section presents the management plan, outlining IT squared interagency management objectives and management structure; general implementation guidelines; reporting; and the President's Information Technology Advisory Committee (PITAC) and other external advisory groups. A table at the beginning of the report shows the proposed IT(squared) fiscal year 2000 budget, in millions of dollars, for each agency and each of the three key areas. (AEF)

ED 462 976 IR 021 136

President's Information Technology Advisory Committee (PITAC) rate of 40% or higher--than a regular class; (6) more than 33% of the students dropping a Computer Instruction and Media Resources division high attrition class cited the instructor as one of the reasons they dropped; and (7) more than half of the classes were dropped in November, the last month students were eligible to drop a class. (JCC)

ED 462 994 JC 020 205

Condition of Iowa Community Colleges, 2001.
PUB DATE- 02
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Basic Education; Adult Vocational Education; *Community Colleges; *Demography; Educational Finance; *Enrollment; Enrollment Trends; Financial Support; Human Resources; *Institutional Characteristics; Job Training; Organizational Effectiveness; *Statistical Data; Tables (Data); *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Iowa Community College System

The purpose of this report on the Iowa Community College System was to review Iowa community college programs and related services. The report is comprised of the following basic sections: (1) the introduction, which includes a history of Iowa Community Colleges; (2) Credit Student Enrollment, offering a variety of reports; (3) Credit Student Demographics; (4) Credit Student Awards; (5) Non-Credit Enrollment and Programs; (6) Community College Programs, including programs accredited by other agencies; (7) Success of Community College Credit Students, including data from the Iowa Board of Regents that refers to transfer students and graduation rates data; (8) Adult Basic Education; (9) Economic Development; (10) Human Resources; (11) Financial, including revenues and expenditures; (12) Tuition and Fees; and (13) Financial Aid. The data in the Credit Student Enrollment section includes the following highlights: (1) credit enrollment in the system in 2000-2001 was an unduplicated headcount of 98,602, compared with 95,556 the previous year; and (2) 69.27% of total enrollment in 2000-2001 was in the Arts and Science programs, nearly the same (69.17%) as in the previous year. Highlights of the Credit Student Demographics section include: (1) in 2000-2001 57.13% of students were female, similar to 57.23% in the previous year; and (2) the largest age group of credit students in 2000-2001 was 18-22 (53% of total enrollment). (Contains more than 70 tables and figures. Includes a glossary.) (NB)

ED 462 995 JC 020 206

Houston Community College System Fact Book, 2000-2001.
PUB DATE- 01
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Age; *College Role; *Community Colleges; Core Curriculum; *Demography; Ethnicity; Income; Job Training; Labor Force; *Organizational Objectives; *School Community Relationship; Sex; Two Year Colleges; Vocational Education
IDENTIFIERS- *Houston Community College System TX

established and research studies conducted on transfers to four-year non-UC/CSU institutions; (4) research should be conducted on the transferred students to better understand their academic behaviors; and (5) in conjunction with releasing identifiable information of the California Postsecondary Education Commission's transfers, the CCCCO should use its data warehouse to provide reports to individual colleges on multiple enrollment and units taken at each location. (MKF)

ED 463 015 JC 020 234

Valdez, Sonia V.
A Survey of San Antonio College Graduates, Spring 2001.
PUB DATE- 01
NOTE- 23p.; Contains blurry print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; College Graduates; College Role; Community Colleges; *Educational Assessment; Educational Objectives; *Participant Satisfaction; *Student Attitudes; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *San Antonio College TX

This document is a report on the spring 2001 survey of graduates at San Antonio College (Texas), regarding their academic and overall experience at the institution. Other objectives of the survey include evaluating programs and implementing strategies to improve graduation rates. The college issued 370 surveys to graduates; 360 were returned for a response rate of 97.3%. Findings include: (1) the majority of the respondents expressed satisfaction with their academic experience, knowledge and skill gained, and support received; (2) 98% of the graduates responded that they would attend the community college again and would recommend the institution to others; (3) demographics show that most graduates were female and Hispanic; (4) the top degrees awarded were associate degrees in nursing and network administration; (5) respondents commented positively on the quality of instruction and the overall inviting nature of the college; and (6) some negative comments included insufficient parking, poor food services, and unhelpful counseling. Appendices include a sample survey form, summary statistics in table format, student comments, and comparison of fall 1999 enrollment and college graduates 2001. (MKF)

ED 463 016 JC 020 235

Roman, Lawrence Allen
Impact of an Early Retirement Program: A Case Analysis of a Community College.
PUB DATE- 99
NOTE- 280p.; Doctoral Dissertation, Kent State University (Ohio).
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- College Faculty; Community Colleges; *Early Retirement; *Educational Finance; Employment Practices; *Personnel Policy; Reduction in Force; *Retirement Benefits; Teacher Employment Benefits; *Teacher Retirement; Two Year Colleges

This case study examines the impact of Early Retirement Incentive Programs (ERIP) on Ohio's two-year public colleges through a single case study analysis at Monticello Community College. Data came from interviews and an examination of college documents. This study specifically sought to address: (1) the society and economy and have affected the student, school, and community career development, higher academic achievement, assessment and accountability, diverse clientele, and technology. These four major areas affect CTE teacher education: approaches to teaching and learning; infrastructure; teacher licensure and standards; and innovative programs. Other areas of concern are accountability and assessment and teacher supply and demand. Sears and Hersh (1998) have reported a framework that suggests these components when designing effective teacher education programs: goals, curriculum, instructional strategies, contexts, learners, staff, themes, ethos, partnerships, regulations, and location. (A hypothetical university is used to present a scenario for CTE teacher education using this framework. Policy actions are identified for the federal, state, and local levels, and by business and industry, to improve the quality of CTE teacher education. Ninety-one references are listed.) (YLB)

ED 462 547 CE 082 925

Twomey, Sylvia M.
The Virtual Teacher Training Center: A One-Year Program To Transform Subject-Matter Experts into Licensed Career and Technical Education Teachers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 53p.; Paper prepared for the National Career and Technical Teacher Education Institute, "A Call for Renaissance in Career and Technical Teacher Education" (Scottsdale, AZ, February 6-9, 2002).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; Computer Mediated Communication; *Computer Uses in Education; Course Descriptions; Curriculum Development; Distance Education; Internet; Nontraditional Education; *Online Courses; Postsecondary Education; Program Development; Secondary Education; *Teacher Education Programs; Teacher Shortage; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Career and Technical Education

This paper proposes a Virtual Teacher Training Center (VTTC) as an effective and efficient short-term solution that can become an integral part of a long-term solution to a crisis in career and technical education (CTE) teacher availability. An introduction discusses the challenge and describes the VTTC's two major foundations, which are the following: (1) a flexible, dynamic re-configurable teacher education program of 27-33 credits that can be completed within 1 academic year and is designed to train persons with industry and field experience into educated and licensed CTE teachers; and (2) Internet technology to deliver the program to potential teachers in their homes and communities, while they continue engaging in practical experience and student teaching near their homes. A discussion addresses the functioning model at Oregon State University. For each course, detailed descriptions and content outlines are provided. Informative material reports that each course is 1 credit, representing 30-33 hours of work; includes 3-4 open-ended activities with threaded discussions; and culminates in a capstone activity, a synthesis of each student's activities in that course. Courses are grouped in

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; Achievement Tests; Block Scheduling; Case Studies; Community Support; Education Work Relationship; *Educational Change; *Educational Improvement; English Instruction; Graduation Requirements; High Schools; *Instructional Leadership; Integrated Curriculum; Mathematics Instruction; Participative Decision Making; Partnerships in Education; Program Improvement; School Business Relationship; School Community Relationship; School Guidance; School Holding Power; Science Instruction; Staff Development; Teacher Administrator Relationship; Teacher Collaboration; *Teacher Expectations of Students; *Vocational Education
IDENTIFIERS- High Schools That Work; Southern Regional Education Board

When North Laurel High School, London, Kentucky, opened in Fall 1992, students and teachers entered a new facility and a new era of commitment to excellence for all students. In Spring 1993, North Laurel joined the Southern Regional Education Board's High Schools That Work initiative. The new school replaced the general track and raised graduation requirements. The guidance department developed a guide focusing on career majors. As students increasingly selected vocational majors, ties with the area vocational center were strengthened. Block scheduling was implemented. Many changes originated in the school's decision-making council whose members--two parents and three teachers--are elected by the community to one-year terms; the principal also serves on the council. These factors contributed to North Laurel's success: teacher participation, staff development, new ways of teaching and learning, authentic assessment, block scheduling, guidance, special programs to help students meet higher standards, closer ties with local employers, and use of available data. Performance of students on Kentucky reading, mathematics, and science exams improved steadily; the percentage of students taking the ACT increased from 47 to 61 percent, and the average score increased; and students were more apt to remain in school and attend regularly when they were focused and challenged. (YLB)

ED 462 564 CE 082 959

Case Study: Orangeburg-Wilkinson High School and Orangeburg Consolidated Five Technology Center, Orangeburg, S.C.
PUB DATE- 99
NOTE- 14p.; Part of the High Schools That Work (HSTW) Initiative. For other case studies, see CE 082 956-964 and UD 034 827.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Block Scheduling; Case Studies; Community Support; *Educational Change; Educational Environment; *Educational Improvement; English Instruction; Grade 9; Graduation Requirements; High Schools; *Instructional Leadership; Integrated Curriculum; Mathematics Instruction; Program Improvement; School Community Relationship; School Guidance; School Holding Power; School Organization; Science Instruction; Staff Development; Student Motivation; Teacher Administrator Relationship; Teacher Collaboration; Teacher Expectations of Students; Vocational Education; *Vocational Schools
IDENTIFIERS- High Schools That Work; *Orangeburg School District 5 SC; Southern Regional Education Board

When the new superintendent of Orangeburg School District Five was appointed in 1992, he found that Orangeburg-Wilkinson High narrowly defined and specialized directions of studies in favor of broad-profile studies. There is no tradition or practice of joint operations between educational bodies and commercial entities in vocational school teacher education. A transformation of teacher education is vitally needed; responses to the necessity of reform are merely partial. (Contains 32 footnotes.) (YLB)

ED 462 580 CE 082 996

Salzman, Jeffrey; Dickinson, Katherine P.; Fedrau, Ruth; Lazarin, Melissa
Unemployment Insurance in the One-Stop System. Final Report.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 99
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Agency Cooperation; Cooperative Programs; *Coordination; Dislocated Workers; *Employment Programs; *Employment Services; Federal Legislation; Federal Programs; *Job Training; Program Implementation; Shared Resources and Services; State Programs; Unemployment; *Unemployment Insurance
IDENTIFIERS- *One Stop Centers; Workforce Investment Act 1998

To assess the current connections between the Unemployment Insurance (UI) and One-Stop (OS) systems, case studies were conducted of eight states and eight local areas. Findings indicated the major factor that influenced UI's role in the OS design was whether the state took initial claims by telephone or in-person; UI played differing roles in financing OS systems; UI's role in managing OS centers was strongly influenced by the extent of UI presence in the center; sites used three strategies to directly link claimants to reemployment services (integrated intake, coordinated intake, and staff-assisted linkages); states had various ways in which claimants made connections at each stage of the UI claims process (initial, continuing, eligibility review, and adjudication); states provided connections from reemployment services to UI; OS systems used UI tax auditors and other staff to market OS services to employers; UI programs used OS services and facilities to enhance UI employer services; and factors that affected connections between UI and OS employer services were time constraints, UI state-level attitudes, attitude of OS management, specialized employer staff and contractors, and location of UI staff. Sixteen recommendations were made to improve connections between UI and OS systems. (YLB)

ED 462 581 CE 082 997

Decker, Paul T.; Olsen, Robert B.; Freeman, Lance; Klepinger, Daniel H.
Assisting Unemployment Insurance Claimants: The Long-Term Impacts of the Job Search Assistance Demonstration.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 00
NOTE- 304p.; MPR Reference No. 8170-700.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

other. These identities were linked to five cultural discourses in operation at the elementary school: traditional education, liberal empowerment, therapeutic, welfare reform, and traditional marriage and family discourses. School identities, linked to the traditional education discourse, most often interacted with authorship identities, and welfare clients sometimes chose the student identity. Both the welfare reform and traditional education discourses interrupted the author identity. Implications for research include the power of feminist poststructuralist theory as an heuristic and a justification for researching liberatory classroom practices. Implications for practice include the advisability of putting authors' workshops in a community rather than school context and the use of feminist poststructuralist theory to reveal how clients and practitioners are discoursed so they can help make practices such as authors workshops actually, not just potentially, liberatory. (Contains 128 references.) (KC)

ED 462 597 CE 083 048

Dinsdale, Julia
Community Voice: Focus Group Research with Adult Learners in Worcestershire and Herefordshire.
PUB DATE- 02
NOTE- 24p.; Second "Community Voice" produced as part of the Collaborative Widening Participation Project (University College Worcester, Coventry University, and Warwick University). Funded by Worcestershire and Herefordshire Lifelong Learning Partnerships.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Adult Education; Adult Educators; *Adult Students; Community Education; *Course Selection (Students); Day Care; *Delivery Systems; Educational Attitudes; Educational Counseling; *Educational Needs; Educational Opportunities; Educational Policy; *Enrollment Influences; Financial Support; Focus Groups; Foreign Countries; Guidelines; Influences; *Lifelong Learning; Participation; Policy Formation; Publicity; Relevance (Education); School Holding Power; Student Attitudes; Student Educational Objectives; Student Needs; Student Recruitment; Transportation; Tutors
IDENTIFIERS- Educational Marketing; *England

Focus groups of adult learners and some nonlearners in the English counties of Worcestershire and Herefordshire were convened to gather information about local adults' attitudes toward and experiences of further education courses. The focus groups examined how people hear about courses, why they join courses, what factors prevent people from completing courses, and why people choose to keep attending a course and enroll in additional courses. The findings were synthesized into conclusions and recommendations intended to help policymakers and practitioners attract more learners to adult courses and enable more people to complete courses successfully. The following were among the key findings and recommendations: (1) because most people hear about courses through word of mouth, engaging with community and workplace networks and supporting people in such networks with realistic, up-to-date information is important; (2) taster events are a useful way of publicizing courses; (3) guidance must become an integral part of the publicity procedure; (4) courses must be tailored to suit diverse needs; (5) holding courses locally is key to attracting learners; (6) learners would welcome workplace learning and

PUB DATE- 01
NOTE- 65p.; Research carried out by Centre for Research in Education, Equity and Work, University of South Australia and Centre Undertaking Research in Vocational Education, Canberra Institute of Technology.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; *Apprenticeships; Developed Nations; Dropout Prevention; Dropouts; Employer Employee Relationship; Family Influence; Foreign Countries; Industrial Training; Postsecondary Education; School Holding Power; Secondary Education; Student Attitudes; Student Characteristics; *Student Motivation; Teacher Student Relationship; *Trainees; Vocational Education; Vocational Followup; *Withdrawal (Education); Work Environment
IDENTIFIERS- *Australia

Using 437 interviews with apprentices and trainees, teachers/trainers, and supervisors/managers, a study explored retention in apprenticeships and traineeships and factors that influence it. Apprentices and trainees were more likely to complete their contract of training (COT) if they developed an interest in the occupation and had medium- and long-term goals in the occupation, a high level of personal maturity, and support of family/friends/partner; the qualification they were undertaking was perceived to be valuable in the public domain; few alternatives in the occupational area offered better rewards to those without qualifications; they could access resources to cope with changes in personal and workplace circumstances; they developed and used a wide range of skills and knowledge; work hours and demands were realistic and reasonable; work physical conditions were not too onerous; interpersonal relationships were satisfying; management and supervision were supportive; COT length was commensurate with future rewards; there was a high level of integration within the training program; trainers/teachers were seen as experienced in the industry, efficient, and supportive; the COT had some flexibility; all parties recognized and valued the skills and knowledge developed over the COT; and they were supported to develop persistence during training. Possible interventions to enhance retention were suggested. (Appendixes include 36 references, interview schedule, and demographic data on interviewees.) (YLB)

ED 462 615   CE 083 081

Cardon, Phillip L.; Rogers, George E.
Technology Education Graduate Education: Factors Influencing Participation.
PUB DATE- 02
NOTE- 16p.; Paper presented at the Annual Conference of the International Technology Education Association (64th, Columbus, OH, March 14-16, 2002). A research paper presented for the Council for Technology Teacher Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Delphi Technique; Doctoral Programs; *Enrollment Influences; *Graduate Study; Higher Education; Masters Programs; *Participation; Reputation; Student Motivation; Student Recruitment; *Teacher Education; *Technology Education; *Vocational Education Teachers

Analysis; Corporations; *Education Work Relationship; *Educational Attainment; Employment Level; *Employment Patterns; Enrollment Trends; High Schools; Higher Education; Longitudinal Studies; *Manufacturing Industry; Models; *Outcomes of Education; Parents; Partnerships in Education; Postsecondary Education; School Business Relationship; Transitional Programs; Unions; *Vocational Education; Work Attitudes

IDENTIFIERS- Lansing Area Manufacturing Partnership MI; Work Based Learning

The Lansing Area Manufacturing Partnership (LAMP) is an academically rigorous, business/labor-driven school-to-career program in Lansing, Michigan, that includes business, union, school, and parent partners. The effects of participation in LAMP on transitions from school to higher education and work were examined in a longitudinal study that compared the progress of LAMP students and non-LAMP participants from the classes of 1998, 1999, and 2000 at more than 20 high schools. Changes in educational and employment status were tracked through mailed surveys administered every June and December. The LAMP students pursued postsecondary education at higher rates than the comparison groups did. As a group, the LAMP students were maintaining good grades and a significant majority were working and attending school at the same time. Compared to the non-LAMP participants, the LAMP students participated in more career development activities during their senior year in high school and appeared to have been better prepared for the transition from high school to college and employment. Many LAMP graduates were initially dissatisfied with their jobs, particularly with their opportunities for training and advancement, and they have changed jobs at higher rates than the comparison group. However, many LAMP graduates considered their job changes positive steps toward their career goals. (Contains 10 figures.) (MN)

ED 462 631   CE 083 103

Furco, Andrew, Ed.; Billig, Shelley H., Ed.

Service-Learning: The Essence of the Pedagogy. Advances in Service-Learning Research.

PUB DATE- 02

NOTE- 285p.; First volume in an annual series.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020)

DESCRIPTORS- Action Research; Citizenship Education; Community Services; Context Effect; Critical Thinking; Definitions; Educational Objectives; Educational Principles; *Educational Research; Educational Theories; Educational Trends; Elementary Secondary Education; Higher Education; *Instruction; Learning Processes; Learning Theories; National Surveys; Outcomes of Education; Program Evaluation; Qualitative Research; *Research Methodology; Research Needs; School Community Programs; *School Community Relationship; *Service Learning; Skill Development; Statistical Analysis; Student Participation; Teacher Education; *Theory Practice Relationship; Thinking Skills

IDENTIFIERS- Contextual Learning; Contextualized Instruction; Impact Studies

This document contains 13 papers on advances in service-learning research. The following papers are included: "Introduction" (Andrew Furco, Shelley H. Billig); "Community Service and Service-Learning in America: The State of the Art" (Ivor Pritchard); "Is Service-Learning Really Better Than Community Service? A Study of High School Service Program Outcomes" research. Appendixes include: National Estimates of Mental Health Utilization and Expenditures for Children in 1998; Clinical Case Study: Childhood-Onset Depression; Respondents, Training Recommendations from Major Professional Associations; and National Advisory Mental Health Council Member list. (Contains 4 figures and 184 references.) (JDM)

ED 462 651   CG 031 593

Professional Conduct Manual, Containing Principles for Professional Ethics and Guidelines for the Provision of School Psychological Services.
PUB DATE- 00
NOTE- 64p.; Prepared by the Professional Standards Revision Committee.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Counselor Role; *Counselor Training; *Credentials; Elementary Secondary Education; Ethics; National Norms; National Organizations; Professional Development; Professional Services; School Counseling; *School Psychologists; *School Psychology; *Standards
IDENTIFIERS- National Association of School Psychologists; Professional Ethics

Consistent with its mission, the National Association of School Psychologists (NASP) has adopted an integrated set of comprehensive standards for the preparation, credentialing, and professional practice in school psychology. Standards for training and credentialing, ethical principles, and guidelines for practice have undergone review and revision several times since their initial adoption. This professional conduct manual for school psychology presents the most recent revisions adopted by the Delegate Assembly of NASP on July 16, 2000 in Durham, New Hampshire. The "Principles for Professional Ethics," effective January 1, 2001, are based on the assumptions that school psychologists will act as advocates for their students and clients, and that they will do no harm. Five sections of the guidelines address the principles for professional ethics, professional competency, professional relationships, general principles for professional practice, and the independent practice setting. The eight "Guidelines for the Provision of School Psychological Services," effective July 15, 2000, are also included. Guideline topics for the organization include: organization of service unit; climate; physical, personnel, and fiscal support systems; communication and technology; supervision; professional development and recognition systems; and contracted, independent provider services. (JDM)

ED 462 652   CG 031 594

Telzrow, Cathy F., Ed.; Tankersley, Melody, Ed.
IDEA Amendments of 1997: Practice Guidelines for School-Based Teams.
PUB DATE- 00
NOTE- 425p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

control, and finally in self-regulation. This article addresses the operation of goals in self-regulation to include the influence of goal properties and other goals-related factors. The goal properties of specificity, proximity, and difficulty are crucial to the enhancement of self-regulation. For counselors working with students and clients, it may be necessary initially to assign goals while simultaneously teaching them goal-setting strategies. Effective goal setting requires that people set a long-term goal, break it into short-term, attainable subgoals, monitor progress and assess capabilities, adjust the strategy and goal as needed, and set a new goal when the present one is attained. This multi-step plan is key to promoting healthier human functioning. (JDM)

ED 462 672   CG 031 622

Pistole, M. Carole
Mental Health Counseling: Identity and Distinctiveness. ERIC/CASS Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counseling; Counselor Role; Health Promotion; *History; *Mental Health; *Mental Health Workers; *Professional Development; Theory Practice Relationship; Wellness
IDENTIFIERS- ERIC Digests; *Professional Identity

This digest describes the uniqueness of one of the youngest service provider professions in existence, mental health counseling (MHC). A history is given of how the founders of this profession were able to establish a professional organization and identity. The identity of the mental health counselor is described as an aggregate of educational, scientific, and professional contributions from the disciplines of education, psychology, and counseling. Mental health counselors use scientific processes to strengthen or restore clients' mental health. Their framework for conceptualization integrates the person as a gestalt of various domains along with the person's position in the family and socio-cultural matrix. Mental health counselors are concerned with health and with the variety of circumstances, socially and individually, that can impair or inhibit the functioning of a person's life. (JDM)

ED 462 673   CG 031 647

The High School Counselor's Handbook: 2002-2003.
PUB DATE- 02
NOTE- 90p.; For the 2001-2002 version, see ED 447 380.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Bound Students; *Financial Aid Applicants; High School Students; High Schools; *Paying for College; Postsecondary Education; *School Counseling; School Counselors;

ED 462 692 CS 217 834

Dixon, Deborah
Writing Your Heritage: A Sequence of Thinking, Reading, and Writing Assignments. Writing Teachers at Work.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *English (Second Language); Higher Education; Second Language Instruction; Second Language Learning; *Student Needs; *Writing Assignments; *Writing Instruction
IDENTIFIERS- Assignment Models; University of California Santa Barbara; *Writing Contexts

This teaching guide is the result of 3 years of thinking, trying, rethinking, and trying again with an assignment sequence in which one instructor attempted to address the personal as well as the academic needs of students in the Program of Intensive English at the University of California at Santa Barbara. According to the guide, many of these students--Hispanics, African Americans, Asian Americans, Native Americans, and Caucasians--lack fluency in written English and find writing onerous. The guide states that the writing sequence combines reading, short writing exercises, and journal entries, plus individual and group activities that culminate in a series of essay assignments. It explains that this series focuses on the heritage and backgrounds of students, and takes them from "Noting Down" journal writings; through "Looking Back" personal recollection and family stories; through "Looking Into" research projects and research papers; to the "Thinking Through" thesis essay. The guide states that the curriculum is structured so that each assignment builds not only on preceding exercises and essay assignments, but also anticipates those that follow, and includes an introduction to the student's notebook that synthesizes all that has been discussed, written, and experienced. Appended are reading assignments, a list of 13 library resources, a list of 19 additional readings, and a grading rubric. (NKA)

ED 462 693 CS 217 836

Lain, Sheryl
A Poem for Every Student: Creating Community in a Public School Classroom.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 216p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Autobiographies; Classroom Environment; Elementary Secondary Education; Personal Narratives; Poetry; *Public Schools; *School Culture; *Student Needs; *Teacher Student Relationship; Teaching Experience; *Teaching (Occupation)
IDENTIFIERS- *Personal Writing; *Teaching Perspectives

This book describes one writing a teacher's personal story of working in a Wyoming public high school for 30 years. The book provides answers to questions intrinsic to the life of teaching, addresses a teacher's role in school reform and a instruction for all young adolescents; Reading instruction that is individually appropriate; Assessment that informs instruction; and Ample opportunities to read and discuss reading with others. The paper makes recommendations for improving the literacy performance of all middle level students for classroom teachers, for state/district leaders and policymakers; for school-based educators; for teacher educators; and for families and community members. (Contains a 20-item list of related resources.) (NKA)

ED 462 713 CS 510 790

English Language Arts. Delaware Teachers' Desk Reference.
PUB DATE- 00
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Critical Reading; *English Instruction; *Information Sources; *Language Arts; Mass Media Role; Reading Comprehension; Secondary Education; *Self Concept; Speech Communication; *State Standards; Vocabulary; Word Recognition; Writing (Composition)
IDENTIFIERS- Delaware Student Testing Program; Response to Literature

This document represents one section of the Delaware Teachers' Desk Reference to Standards and Performance Indicators for Curriculum Planning and Unit Development produced by the Delaware Department of Education. The Desk Reference is part of the Delaware Department of Education's ongoing efforts to provide assistance and support to local school districts in their development of a standards-based curriuclulm. This portion of the Desk Reference presents the Secondary Level English Language Arts Standards for grades 9 through 12, along with end of cluster expectations and performance indicators, which serve as the basis for the English Language Arts assessment items in the Delaware Student Testing Program. The Standards and sub-areas in the paper are: (1) Students will use written and oral English appropriate for various purposes and audiences (informative writing, persuasive writing, and oral communication); (2) Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing (decoding and word recognition strategies, vocabulary, self-monitoring of comprehension, demonstration of overall understanding of oral and printed texts, critical analysis and evaluation of information, extension of meaning, and presence and role of mass media); (3) Students will access, organize, and evaluate information gained by listening, reading, and viewing (identification, location, and selection; organization, manipulation, and expression; and evaluation); and (4) Students will use literary knowledge accessed through print and visual media to connect self to society and culture (connections with characters, response to literary text and media, and connection of self with society and culture). (Contains a 41-item glossary.) (RS)

ED 462 714 CS 510 796

The Importance of Literacy. Hearing before the Committee on Education and the Workforce. House of Representatives, One involvement, simplicity and focus, improved instructional quality, improved teacher working conditions and job satisfaction, and built-in accountability. Barriers to downsizing include iconic notions of school; lack of time, resources, and technical assistance; system impediments; and cost concerns. State and district policies can support downsizing by providing incentives for creating small schools and removing disincentives that may exist in law or policy. (RT)

ED 462 734　　　　EA 031 546

Lubienski, Chris
Institutionalist and Instrumentalist Perspectives on "Public" Education: Strategies and Implications of the School Choice Movement in Michigan. Occasional Paper.
PUB DATE- 01
NOTE- 35p.; For full text: http://www.ncspe.org.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Charter Schools; *Educational Philosophy; Elementary Secondary Education; Nontraditional Education; Privatization; *Public Education; Public Schools; School Choice
IDENTIFIERS- *Michigan; Reform Efforts

This paper examines school choice reforms in one key state, within the broader context of public education and privatization. Choice advocates describe the public nature of charter schools in terms of access, funding, choice, and effects. Critics see charter schools as precursors to more market-based reforms such as vouchers. In reviewing the strategies and agendas of Michigan choice proponents, this analysis distinguishes between two competing views of "public" education. While institutionalists focus on organizational arrangements such as ownership, processes, and governance, instrumentalists point to the service that agencies provide in imparting academic skills as part of a mass education system. In this case, policymakers promoting the reforms embraced the instrumentalist approach in advancing charter schools as an initial step toward a voucher-style system. They attacked state provision, portraying charters as apolitical alternatives that blur popularly held public-private distinctions in reconfiguring the concept of public schooling to include any agency serving an academic mission. This analysis concludes by discussing the implications of this instrumentalist view, noting that schools are not privatized in form, but in essence. The purposes driving education are "commodified" as private goods for those pursuing education services, albeit in a nominally public system. (Contains 132 references.) (Author/RT)

ED 462 735　　　　EA 031 547

Mitchell, Douglas E.; Mitchell, Ross E.
Competing Explanations of Class Size Reduction Effects: The California Case.
PUB DATE- 01
NOTE- 61p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Class Size; Classroom

Catholic schools are shown to increase the ability of Catholic families to promote Catholic values and beliefs. That is, Catholic schools increase the ability of Catholic families to provide a faith-based education for their children. The effect of Catholic schools on productive efficiency is mixed. Data from Illinois suggest that private-school competition does not improve the quality of public schooling. Further, national data indicate that Catholic schools at best only have modest positive effects on educational outcomes for white students. However, Catholic schools seem to have significant and substantial positive effects on educational outcomes for black and Hispanic students. For this reason, Catholic schools have favorable effects on equity. This study did not consider the issue of social cohesion. However, no related research suggests that Catholic schools are less efficient in producing a more cohesive society. Research indicates that Catholics are highly integrated into mainstream society. (Contains 46 references and 11 tables.) (Author/RT)

ED 462 756 EA 031 610

Mitchell, Ross E.; Mitchell, Douglas E.
Student Segregation and Achievement Tracking in Year-Round Schools.
PUB DATE- 99
NOTE- 47p.; Paper presented at the Annual Meeting of the American Sociological Association (Chicago, Illinois, August 6, 1999). Originally submitted under the title, "Organizational Segregation of Student Achievement within Elementary School: The Influence of Multi-Track Year-Round Schools."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Educational Environment; Elementary Secondary Education; Grouping (Instructional Purposes); School Schedules; Student Placement; *Track System (Education); *Year Round Schools

This paper addresses the segregation of student populations that results from adoption of multitrack year-round school attendance calendars. Its focus of analysis is the link between student achievement and the use of a multitrack year-round education (YRE) program to structure student attendance. Data for this study consist of achievement test data from the spring 1998 administration for a large urban California school district for grades 2 through 6. Results of statistical analysis of the data show that there are two forms of opportunity segregation related to multitrack YRE in this district. First, YRE schools have lower achievement and more challenging student populations (that is, higher proportions of students with characteristics associated with lower achievement) than do traditional calendar (TC) schools. The second form of opportunity segregation is between tracks at YRE schools; it changes over time, solidifying and elaborating intertrack differences. The critical driving force behind this demographic, resource, and achievement segregation is parental choice. Parental political pressure to use vouchers to create learning opportunities for their students in multitrack YRE learning environments had contrary outcomes. At present, there is no compelling evidence that multitrack YRE education programs lead to improved student achievement. (Contains 43 references.) (RT)

ED 462 757 EA 031 611

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Disabilities; Diversity (Student); *Doctoral Programs; *Early Childhood Education; Higher Education; Interdisciplinary Approach; *Leadership Training; Minority Groups; Professional Development; *Special Education; *Special Needs Students
IDENTIFIERS- Utah State University

This project prepared students for the Ph.D. degree awarded by the Department of Special Education and Rehabilitation at Utah State University. The project's goals were to: (1) further develop and implement the early childhood special education doctoral emphasis area, with a focus on research and personnel preparation; and, (2) prepare up to 15 new special education leaders, of whom at least 30% were expected to represent populations of students who are underrepresented in higher education, including members of diverse cultures and individuals with disabilities. During the project period (9/1/1993 to 8/31/1999), the program developed innovative features that included a transdisciplinary teaching and supervision experience that was favorably evaluated by students and external evaluators. During the course of the project, 10 doctoral students received financial support and 5 others enrolled in the program were supported from other sources. Of the 15 total students, 2 (project-supported) have disabilities. Five, one of whom received project support, are members of minority cultures; only two of these are U.S. citizens. Eight students, five of whom received project support, completed the program and were awarded the Ph.D. All are employed in institutions of higher education. Examples of the students' high levels of achievement while enrolled in the program include their collective total of 33 conference presentations, 9 papers published in refereed journals, 10 non-refereed publications, 4 externally funded projects awarded to 2 different students, and the recognition of one student as the College of Education's Outstanding Teaching Assistant. This report includes a summary of the Leadership Preparation in Early Childhood Special Education doctoral coursework, a list of graduates' dissertation topics, lists of students' publications and presentations, and a list of grants authored or co-authored by students while enrolled in the program. (SG)

ED 462 776 EC 308 838

Multicultural Early Childhood Team Training: Outreach 1996-1999. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Awareness; Cultural Pluralism; *Disabilities; *Early Childhood Education; Early Intervention; *Family Involvement; *Inservice Teacher Education; Material Development; *Multicultural Education; *Outreach Programs; Preschool Education; Professional Development; Staff Development; Teamwork; Technical Assistance
IDENTIFIERS- George Mason University VA

This final report summarizes the activities and outcomes of a content-centered supplementary curriculum packages of alternative methods and activities designed to help secondary students who have disabilities and those with diverse learning needs succeed in regular education content courses. The content of Parallel Alternative Strategies for Students (PASS) materials differs from standard textbooks and workbooks in several ways. Simplified text, smaller units of study, reduced vocabulary level, increased frequency of drill and practice exercises, less cluttered format, and presentation of skills in small, sequential steps. The material is designed to supplement state-adapted textbooks and other instructional materials. Both texts are based on the Florida Curriculum Frameworks and correlates to the Sunshine State Standards. They are divided into units o study which correspond to the Language Arts Strands of the state standards. The content focuses on concepts, instructional text, and activities and culminates with an application for students to demonstrate learning. Each unit in the teacher's guide includes an overview, suggestions for enrichment, unit assessment, and answer keys. The units are: (1) Online Technology--Using the World Wide Web; (2) Reading--Knowledge and Understanding; (3) Writing--Create a Research Report; (4) Revising and Editing--Polish Your Research Report; (5) Listening, Viewing, Speaking--Send and Receive the Message; and (6) Literature--The Language of America. Five appendices in the guide include some instructional strategies, teaching suggestions, accommodations/modifications for students, a vocabulary word list, and information on correlation to state standards. The student workbook contains vocabulary, an explanation of the content, and practice exercises designed to evaluate comprehension. (Contains 36 references.) (DB)

ED 462 792 EC 308 861

Atkinson, Missy; Fresen, Sue; MacEnulty, Patricia; McLain, Janice
English IV. Teacher's Guide and Student Workbook . Revised. Parallel Alternative Strategies for Students (PASS).
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Instructional Support and Community Services.
PUB DATE- 99
NOTE- 310p.; Course No. 1001400. Part of the Curriculum Improvement Project funded under the Individuals with Disabilities Education Act (IDEA), Part B. Adapted from "English Skills IV." See ED 294 247 for earlier edition.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Accommodations (Disabilities); Communication Skills; *Disabilities; *English; *Language Arts; Learning Activities; Literature; Reading Comprehension; Secondary Education; *Slow Learners; Teaching Guides; Teaching Methods; Workbooks; Writing (Composition)
IDENTIFIERS- *Florida

This teacher's guide and student workbook are part of a series of content-centered supplementary curriculum packages of alternative methods and activities designed to help secondary students who have disabilities and those with diverse learning needs succeed in the regular education content courses. The content of Parallel Alternative Strategies for Students (PASS) materials differs from standard textbooks and workbooks in several ways. Simplified text, smaller units of study, reduced

ED 462 809 EC 308 943

Lange, Cheryl M.; Sletten, Sandra J.
Alternative Education: A Brief History and Research Synthesis.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 02
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Behavior Disorders; *Educational History; Elementary Secondary Education; *Emotional Disturbances; *Nontraditional Education; Outcomes of Education; Program Design; *Student Characteristics

This report is a review of the alternative education literature, which is scattered across three topic areas--dropout prevention, special education, and at-risk youth. Books and articles for this review were chosen to provide a view of the literature from the beginning of the modern alternative movement, generally considered to be the 1960s, to the present, and to show the progression of research and literature to the present day. Most of the sources are journals and books associated with documenting the alternative moment. In addition, sources from the Internet and research papers from accredited conferences were reviewed. The synthesis is organized into the following sections: the history and context of the alternative school movement; characteristics of specific populations in alternative schools; and the research examining outcomes for students in alternative schools and programs. Findings from the review indicate that while alternative began in the non-public educational arena, at this time they are most often found in the public school system. Alternatives are typically serving students who are at risk for school failure or are disenfranchised from the traditional school system. Findings on student academic outcomes are mixed. The synthesis concludes with implications for policy and practice. (Contains 74 references.) (CR)

ED 462 810 EC 308 944

Markowitz, Joy
State Criteria for Determining Disproportionality. Quick Turn Around (QTA).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 02
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classification; *Disabilities; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Racial Composition; *Racial Discrimination; Racial Factors; Racial Identification; *Special Education; State Programs; Student Placement
IDENTIFIERS- *Disproportionate Representation (Spec Educ); Individuals with Disabilities Educ Act Amend 1997

This report is a brief analysis of the criteria states use to determine if there is a disproportionately high or low number of students from a particular racial/ethnic group receiving special education services, assigned to a disability classification, or placed in an educational environment. Recent information indicates that 29 states have adopted specific

Computer for ESL" (Alison Perkins); "An 'It's Not Action Research Yet, but I'm Getting There' Approach to Teaching Writing" (Neil Cowie); "Early Reflections: Journaling a Way into Teaching" (Eliana Santana-Williamson); "Process Courting Content: Action Research Meets Learner Education" (John Rogers); "Two Kinds of Becoming: The Researcher's Tale and the Mentor's Tale" (Kasamaporn Maneekhao, Richard Watson Todd); "The Road Runs Ever On: Research, Development, and Language Awareness" (Tom Hales, Clare O'Donoghue); "Hearing Voices: A Robust and Flexible Framework for Gathering and Using Student Feedback" (Phil Quirke); "Beverage Assassination and the Making of Appropriate Requests" (Christopher Nicol); "Mind the Gap! Noticing in Real Time" (Karen Adams); "Encounters: The Virtual in Search of the Intercultural" (Heike Jackstadt, Andreas Muller-Hartmann); "Constructions across a Culture Gap" (Gregory Hadley, Chris Evans); "In Search of Individual, Group, and Institutional Coherence: Does This Compute?" (Gavin Melles); and "Going Global: Communication at (the) Stake" (Lesley Pierre). A subject index is also included. (Contains 237 references.) (KFT)

ED 462 830 FL 026 917

Warschauer, Mark; Shetzer, Heidi; Meloni, Christine
Internet for English Teaching.
PUB DATE- 00
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Distance Education; Educational Technology; *English (Second Language); *Internet; Second Language Instruction; Second Language Learning; World Wide Web

This book is designed as a guide to help the English-as-a-Second-Language (ESL) professional use the Internet successfully in the ESL classroom. The book is divided into eight chapters, four appendices, and a listing of references and a supplement on how to make Web pages. Chapter titles are the following: "Getting Started"; "Resources for Teachers"; "Student Communication and Collaboration"; "Student Research"; "Student Publishing"; "Distance Education"; "Putting It All Together"; and "Researching Online Language Learning". The appendices are entitled: "Index of Internet Addresses"; "Books for Further Reading"; "Journals for Further Reading"; and "Glossary." (Contains 247 references.) (KFT)

ED 462 831 FL 026 926

Berube, Barney
Managing ESL Programs in Rural and Small Urban Schools.
PUB DATE- 00
NOTE- 280p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Style; Computer Uses in Education; Court Litigation; Curriculum Development; Elementary Secondary Education; *English (Second Language); Federal Legislation;

out the dynamic of this "edudrama" with the help of Confucius, Lao Tzu, Chuang Tzu, Socrates, and Plato. (Contains 10 references.) (Author/SM)

ED 462 850 FL 027 189

Kuntz, Patricia S.
African Language Instruction at the University of Wisconsin: A HEA Title VI-Funded Program.
PUB DATE- 02
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *African Languages; *College Second Language Programs; Higher Education; *Program Development; Second Language Instruction
IDENTIFIERS- *University of Wisconsin

This paper describes the evolution of African language instruction at the University of Wisconsin, examining how faculty and staff have utilized state and federal funding to promote the national capacity in African language proficiency. Six sections describe the program's evolution: "Language Instruction at Wisconsin"; "Origins of African Language Instruction" (Arabic and indigenous languages); "The First Decade" (Arabic, Swahili, Xhosa, Hausa, and summer institutes); "Consolidation and Expansion" (language fellowships, students, faculty, teaching assistants, instructional training, and language requirements); "Pedagogy and Guidelines" (faculty, HEA Title VI mandates, inservice faculty training, course requirements, language tables, study abroad program, and outreach); and "Maturity" (faculty, language requirements, distance education, methods of teaching, Summer Cooperative of African Languages Institute, outreach, National African Language Resource Center, limitations, and recommendations). Twelve appendixes are included: language teaching faculty; pedagogical articles; African language textbooks and materials; dissertations supervised; language course offerings; required textbooks; enrollment at Wisconsin; FLAS fellowships; time for acquisition; Wisconsin summer language programs outreach Swahili programs; and National African Language Resource Center. (Contains about 100 references.) (SM)

ED 462 851 FL 027 190

Gentzler, Edwin
Contemporary Translation Theories. Second Revised Edition. Topics in Translation 21.
PUB DATE- 01
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Theories; *Intercultural Communication; Linguistic Theory; Literature; Research; *Translation

This book traces the growth of translation theory from its traditional roots through the recent proliferation of theories, fueled by research in feminism, poststructural, and postcolonial investigations. It examines 5 new approaches: the North American translation workshop, the science of translation, early translation studies, polysystem theory, and deconstruction (all of which begin in the mid-1960s and

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Faculty; Higher Education; *Intellectual Disciplines; *Interdisciplinary Approach; *Research; Scholarship; Teaching (Occupation)

This book attempts to construct a deep and broad understanding of interdisciplinary work and the types of scholarships collected under that rubric. The conceptualization of interdisciplinarity is based on interviews with faculty who are engaged in its practice. The chapters are: (1) Considering Interdisciplinarity; (2) Disciplining Knowledge; (3) Profiling Interdisciplinarity; (4) Constructing Interdisciplinarity; (5) Pursuing Interdisciplinarity; (6) Abiding Interdisciplinarity: The Impact of Academic Contexts; (7) Tracing Interdisciplinarity: Scholarly Outcomes and (8) Realizing Interdisciplinarity. An appendix discusses "Study Design and Conduct." (Contains 189 references.) (SLD)

ED 462 874 HE 034 694

Goldsmith, John A.; Komlos, John; Gold, Penny Schine
The Chicago Guide to Your Academic Career: A Portable Mentor for Scholars from Graduate School through Tenure.
PUB DATE- 01
NOTE- 310p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Planning; *College Faculty; Doctoral Dissertations; *Graduate Students; Graduate Study; Higher Education; Job Search Methods; *Mentors; Paying for College; Teacher Characteristics

Written as an informal conversation among colleagues, this book provides a guide to the academic career. It contains useful advice about finding a mentor, making it through the dissertation, getting a job, obtaining tenure, and other topics. The chapters of part 1, Becoming a Scholar, are: (1) Deciding on an Academic Career; (2) Entering Graduate School, with "The Inside Track: Financing Graduate Education" (Tom Thuerer); (3) The Mentor; (4) Writing a Dissertation; and (5) Landing an Academic Job, with "The Inside Track: Leaving Academic for the Corporate World" (Ami Kronfield). Part 2, The Academic Profession, contains: (6) The Life of the Assistant Professor; (7) Teaching and Research with "The Inside Track: Publishing the First Book" (Colin Day); (8) Tenure; (9) Competition in the University System and Outside Offers, with "The Inside Track: Consulting and Intellectual Property" (Pierre Laszlo); (10) Family, Gender, and the Personal Side of Academic Life; and (11) Conclusion. Appendixes discuss the administrative structure of a university and policies on parental leave and shared positions, and contain tables. (Contains 8 tables, 143 endnotes, and 97 references.) (SLD)

ED 462 875 HE 034 695

Lewis, Karron G., Ed.; Lunde, Joyce T. Povlacs, Ed.
Face to Face: A Sourcebook of Individual Consultation Techniques for Faculty/Instructional Developers. New Revised Edition.
PUB DATE- 01

including brief profiles of the programs analyzed. (SLD)

ED 462 895 HE 034 769

Bracco, Kathy Reeves; Callan, Patrick M.
Competition and Collaboration in California Higher Education.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Ford Foundation, New York, NY.
PUB DATE- 02
NOTE- 40p.; Paper presented at the Macalester Forum on Higher Education (St. Paul, MN, June 12-13, 2001). Also supported b Atlantic Philanthropies. For full text: http://www.highereducation.org.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; *Competition; *Cooperation; Doctoral Degrees; Educational Planning; Enrollment; *Higher Education; Private Colleges; *Public Colleges; Strategic Planning; Transfer Students
IDENTIFIERS- *California

This paper focuses on collaboration and cooperation as aspects of higher education in California, considering the three public systems and the independent sector. The context is the 40-year experience of growth and change in these 4 segments of higher education since the enactment of California's 1960 Master Plan for Higher Education. The first section of this report describes the Master Plan and how it limited competition in California. The second section examines two Master Plan provisions written to encourage collaboration: student transfers across segments and joint doctorates. The third section describes additional types of collaboration, including voluntary associations at the state and regional levels, joint facilities, and the California Virtual University. The fourth section discusses the past and future of enrollment growth and fiscal constraints on collaboration. The final section explores the requirements of California higher education for collaboration in the future as the state faces greater and more diverse student demand and problematic state fiscal support. An appendix contains a table of associate and baccalaureate degree production for 1992, 1996, and 1999. (Contains 81 references.) (SLD)

ED 462 896 HE 034 770

Callan, Patrick M.
Coping with Recession: Public Policy, Economic Downturns and Higher Education.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Ford Foundation, New York, NY.
PUB DATE- 02
NOTE- 31p.; Paper prepared for the Ford Policy Forum, "Forum for the Future of Higher Education" (Aspen, CO, September 23-26, 2001). Also supported by Atlantic Philanthropies. For full text: http://www.highereducation.org.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; Economic Climate; *Economic Factors; *Educational Finance; *Financial Support; *Higher Education; *Public Policy; State Programs

(Author)

ED 462 918 IR 021 072

MacKinnon, Gregory R.; Tumblin, Elizabeth
Learning Communities on the Web: A Teacher Education Project.
PUB DATE- 02
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Mediated Communication; Elementary Secondary Education; Foreign Countries; Higher Education; Models; Preservice Teacher Education; Skill Development; Teacher Developed Materials; *Teacher Student Relationship; *Web Based Instruction; World Wide Web
IDENTIFIERS- Canada; *Learning Communities

This paper categorizes the learning communities that have emerged as educators extend the capabilities of the Internet beyond simple search capacities. An example of a teacher education project entitled "Mystery Web" is introduced as a model for building intern and student relationships as well as a variety of generic educational skills. Each teacher education student selected a personality of importance in Canadian culture and created a World Wide Web page that posed ten clues as to the identity of the famous personality. Public school students' tried to identify the personalities; objectives included promoting an awareness of key historical figures, developing deductive reasoning skills, developing research skills, and promoting writing skills via Web-based communication. Links to Web-based projects in the following categories are listed: school to school projects; university mediated projects; private agency mediated school to Web site projects; government agency sponsored school to Web site projects; and university-school projects. (Contains 14 references.) (Author/MES)

ED 462 919 IR 021 074

Pacific Telecommunications Council Annual Conference Proceedings (21st, Honolulu, Hawaii, January 18-20, 1999).
PUB DATE- 99
NOTE- 1545p.; For the 1998 proceedings, see ED 419 488. Some papers and abstracts are not available from ERIC. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF13/PC62 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Communications Satellites; *Computer Networks; Developing Nations; Distance Education; Foreign Countries; *Information Networks; *Information Services; *Information Technology; Policy Formation; Technological Advancement; *Telecommunications
IDENTIFIERS- Pacific Region; United States

This proceedings of the 1999 conference of the Pacific Telecommunications Council contains 134 papers divided into the following topical areas: (1) Internet, including business developments, telephony, commerce, country developments in the Asia-Pacific region, Internet deployment, and Internetworking technology; (2) policy/regulatory, including country studies, competition, and broadcast; (3) technology, including CDMA (Code Division Multiple Access), network planning, submarine cables, radio standards, transmission; (4) socio-economic issues, including strategies, rural issues, universal service,

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Computers; *Computer Uses in Education; Educational Technology; Grade 5; Grade 6; *Instructional Effectiveness; Intermediate Grades; Learning Activities; Parent Attitudes; Student Attitudes; Student Surveys; Teacher Attitudes; Teacher Surveys; Training; Writing Achievement
IDENTIFIERS- *Laptop Computers; Parent Surveys; Technology Utilization

The overall purpose of this evaluation study was to determine the effectiveness of providing 5th and 6th grade students in Walled Lake Consolidated Schools (WLCS) (Tennessee) with access to laptop computers with regard to classroom learning activities, technology usage, and writing achievement. The Laptop Program classrooms were equipped with wireless access to the Internet and printers. The program also provided students and parents the opportunity to receive training on basic computer skills. The evaluation was structured around three primary research questions: (1) Is teaching different in a Laptop classroom? (2) Do students behave differently in a Laptop classroom? and (3) Do students achieve differently in a Laptop classroom? Data were gathered through classroom observations, student writing test scores, student surveys and focus groups, teacher surveys and interviews, and parent surveys and interviews. In this evaluation of the first year of the Laptop Program, the results were consistently supportive of beneficial impacts on students, teachers, and parents. Specifically, all three groups believed that the program was positively changing teaching and learning both at school and at home. (MES)

ED 462 938 IR 021 096

McClanahan, Lauren G.
E-Pals: Examining a Cross-Cultural Writing/Literature Project.
PUB DATE- 01
NOTE- 9p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Mediated Communication; Cooperative Learning; Educational Technology; *English Instruction; English (Second Language); Foreign Countries; *Group Discussion; High Schools; *Intercultural Communication; *Literature Appreciation; Peer Evaluation; Reader Response; Role; *Writing Improvement
IDENTIFIERS- Authentic Learning; Russia (Moscow); United States

This paper reports on a case study of a U.S. high school literature class during an e-mail exchange with a high school literature class in Moscow (Russia). During this project, the students in both classrooms read short stories by Anton Chekhov and O'Henry. By using the stories as a catalyst, the students' goal was to help their distant partner to understand the culture from where the literature came. The effect that writing for an authentic audience, an audience who was learning to speak English, had on the local students was examined, and close attention was paid to how the local students used "real" English. The role that large and small group discussions about the literature played on the final written products was examined. Also examined was the role that peer editing played.

teaching and learning practices it must be goaded from the backroom to take its place on the organization's mainstage. This means it must be resident in the vision and mission statements of the organization and consequently in its business planning activities and documents. This paper demonstrates how the Northern Alberta Institute of Technology in Edmonton, Alberta, Canada has successfully reinvented its technology integration activities through a comprehensive strategic planning exercise. The paper begins by describing the visioning and strategic planning exercise that was undertaken across the organization and then demonstrates how this exercise has brought about an infrastructure and culture of support that has lead to the proliferation of new learning technology activities. It then explores a number of these technology initiatives to demonstrate their genesis in the strategic planning exercise. (AEF)

ED 462 958 IR 021 118

Tumposky, Nancy Rennau
Task-Based Instruction Using the Internet.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *English (Second Language); *Foreign Language Books; Information Processing; *Instructional Design; Instructional Development; Internet; *Material Development; *Second Language Learning; Technology Integration

This paper describes the design and implementation of an English as a Foreign Language (EFL) task-based module consistent with Skehan's information processing model of second language acquisition (1998) and with the framework for task design elaborated by Willis (1996), using the Internet as a primary source of language input. In settings where contact with native speakers is infrequent, and where English-language textbooks and materials are in short supply or are very costly, the Internet can provide a needed source of language input. However, learners of a foreign language need more than just exposure to input. They also need to be able to interact purposefully, and to be able to focus on both form and meaning, in order to drive forward their interlanguage development. The use of the Internet, therefore, must be accompanied by the kinds of tasks that will force learners into meaningful verbal interactions and at the same time invite reflection. It was with these considerations in mind that the author designed the module described in this paper. These are the considerations that guided the design of this module: advanced level language proficiency; legacy of focus on grammatical form; availability of Internet access; desire to learn more about English-speaking university students; and curiosity and concern about a proposed American Studies program. (AEF)

ED 462 959 IR 021 119

Bray, Marty
Integrating Technology into Teaching and Learning: The Creation of Student Portfolios and Online Lesson Plans in One Special Education Classroom.
PUB DATE- 01
NOTE- 15p.

Review of the Information Technology for the Twenty-First Century Initiative and Its Implementation Plan.
PUB DATE- 99
NOTE- 12p.; For the Implementation Plan, see IR 021 135.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; *Federal Aid; *Federal Programs; Futures (of Society); Government Role; *Information Technology; Public Agencies; *Research and Development; *Technological Advancement
IDENTIFIERS- *Information Science Research; *Technology Implementation; United States

As a part of its ongoing mission, the President's Information Technology Advisory Committee (PITAC) has completed an initial review of the Information Technology for the 21st Century (IT squared) initiative and its implementation plan put forward by the participating federal agencies. This letter conveys the initial conclusions of that review. The review included discussions with the leadership for this initiative in the various agencies involved. In the course of the review, consideration was also given to related measures before the Congress. This review centers on the following six points of imperative, on which the letter elaborates: (1) multi-year federal investment in long term IT research for the nation's infrastructure, security, and economic future; (2) effective cross-agency coordination to leverage research needs and results across mission requirements; (3) agency emphasis on advanced applications and enabling middleware; (4) adequate funding for the National Science Foundation to provide access to high-end computing facilities for the general university research community across all areas of research; (5) support for multidisciplinary teams and centers addressing long term, high-risk IT research; and (6) research funding for socioeconomic impact and workforce issues of IT. (MES)

ED 462 977 IR 021 137

Conte, Christopher
How Access Benefits Children: Connecting Our Kids to the World of Information.
PUB DATE- 99
NOTE- 47p.; Projects funded by the Telecommunications and Information Infrastructure Assistance Program. Contributors were Judith Sparrow, Don Druker, and Lammot du Pont.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Adolescents; Children; *Computer Uses in Education; Elementary Secondary Education; Federal Aid; *Federal Programs; *Information Technology; *Telecommunications; Users (Information)
IDENTIFIERS- *Access to Technology; Digital Divide; Information Infrastructure; *Technology Utilization; United States

This report explores the experiences and lessons learned by projects funded by the Telecommunications and Information Infrastructure Assistance Program (TIIAP). The report contains 11 stories about people who are working to ensure that technology enhances the lives of children. The stories are divided into five sections as follows: (1) "New Avenues for Artistic Expression," including the Vermont Millennium Arts Project and Zeum (California); (2) "Making Connections across Social and Geographic Boundaries," including Access for Better Crete (Nebraska) and Valley City (North Dakota); (3) "Kids

The 2000-2003 goals and objectives of the Houston Community College System (HCCS) in Texas include the following: (1) focus on student learning in the classroom; (2) ensure student access and success through comprehensive student services; (3) develop and maintain outstanding educational programs; (4) ensure a quality learning experience; and (5) connect the learning college to the local and global community. Data include: (1) the service area adult population is 1,387,720; (2) there are 668,742 total households in the service area, and the average household income is $56,801; (3) 51% of the total population is female, and the median age is 33; (4) 23% of the population is African American, 36% is Hispanic, 6% is Asian/Pacific Islander, 33% is white, and 2% is other; (5) 38% of the population has a college degree; (6) over a 3-year period ending in fall 2000, HCCS opened seven new facilities in the college service areas; (7) in late fall 2000, HCCS opened a new administrative center, which provides additional space for instructional programs and corporate training; (8) the college system was instituted in 1971 and now serves an urban area of more than 4.2 million people. (NB)

ED 462 996 JC 020 209

Community College Institutional Profiles.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Community Colleges; *Enrollment; *Institutional Characteristics; Institutional Research; Public Colleges; School Demography; *School Statistics; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *New Jersey

This report profiles 19 public two-year colleges in the state of New Jersey. Each profile includes the number of students, faculty and trustees, and the ratio of full-time to part-time faculty at each college. Student characteristics such as gender, ethnicity, full-time or part-time status, financial assistance received, graduation and transfer rates, and need for remediation are examined. The measure of need for remediation considers the subject areas of reading, writing, computation and algebra and is based on first-time students' test scores. Figures on each of the above student measures are organized and presented in tables. Additional tables report the gender, ethnicity, and tenure status of full-time faculty, as well as the gender and ethnic backgrounds of the institution's trustees. Finally, five examples of public service and/or research activities and a list of major capital projects at each campus are described. Highlights for Atlantic County College, fall 1998 semester, include: (1) 64% of students needed some type of remediation; (2) total enrollment was 4,987--66% white, 16% African American, 9% Hispanic, and 6% Asian; and (3) there were 62 full-time faculty members employed at the college, half as many as part-time faculty. The numerous figures presented in this report come from data spanning the years 1995 to 1998. (JCC)

ED 462 997 JC 020 211

Hopper, Toni
Strategic Goals for 2000.
PUB DATE- 97
NOTE- 38p.; Paper presented at the Strategic Planning Conference

financial impact (savings versus costs) of ERIP at the college; (2) the perceived impacts of ERIP on academic matters in the institution; (3) the impact of ERIP on the structure and composition of faculty members; and (4) the problems caused from ERIP implementation. Findings showed that: (1) early retirement has a net present value, indicating that the program is financially feasible; (2) there is no evidence that any savings generated by ERIPs were invested in classroom facilities or equipment; however, college programs have been maintained and class size has not risen significantly; (3) there has been no substantial change to the structure and composition of the faculty, primarily due to restrictions on the administration from the faculty's collective bargaining agreement; and (4) administrators experienced reduced flexibility in regards to staffing due to restrictions imposed by the State Teachers Retirement System (STRS). (Contains 17 tables, 15 appendices including the interview questions , and 92 references.) (KP)

ED 463 017 JC 020 236

Cabrillo College Self-Assessment of Partnership for Excellence.
PUB DATE- 02
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Associate Degrees; *Basic Skills; *College Role; *Community Colleges; Education Work Relationship; *Educational Assessment; Educational Finance; *Educational Objectives; Outcomes of Education; *Student Needs; Transfer Programs; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Cabrillo College CA; California Community Colleges

This document is a report on the self-assessment of the 2000-2001 Partnership for Excellence (PFE) program conducted by Cabrillo College (California). The PFE program addresses the community college's goals, with direct emphasis on transfer programs, degrees and certificates awarded, student course completion, workforce development, and basic skills courses. This report provides information on five items of the PFE that the Chancellor of the California Community Colleges requested: (1) the district priorities for the PFE program; (2) the racial and ethnic composition of the student population; (3) demographics (level of education and race/ethnicity) for the surrounding community; (4) district-level goals for the PFE program; and (5) district performance for 1999-2000. Results indicated that: (1) the college spent approximately $3 million to fund the PFE program, with 38% going toward student course completion; (2) PFE funds are also used to recruit high quality faculty and staff; (3) the student population at Cabrillo is predominantly white (67.1%), with Hispanic students as the next largest percentage of the population (20.9%); (4) the surrounding community is also predominantly white--over 50% has college experience; (5) the college showed success in all goals except basic skills completion--student attrition and early transfer were given as reasons for this lower success. The report includes five tables of statistics. (MKF)

ED 463 018 JC 020 237

Community College League of California Pocket Profile, 2002. 3rd Edition.
PUB DATE- 02
NOTE- 13p.

these categories: students and learning (4 courses); curriculum, instruction, and assessment (4 courses); school, community, and professional cultures (4 courses); and improving practice (3 courses). These other components within the instructional site are outlined: extensive list of resources, tools for student self-evaluation, teacher evaluation of student, online grade book, open chatroom, and place for announcements. Suggestions for a virtual home-base site are made. (Contains 41 references.) (YLB)

ED 462 548   CE 082 926

Rylatt, Alastair
Learning Unlimited: Transforming Learning in the Workplace. 2nd Edition.
PUB DATE- 01
NOTE- 308p.; Published by Kogan Page Limited.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adoption (Ideas); Adult Education; Adult Learning; Attitude Change; Behavioral Objectives; Benchmarking; Change Agents; *Change Strategies; Competence; Competency Based Education; Computer Uses in Education; Cooperative Learning; *Corporate Education; *Education Work Relationship; Educational Attitudes; Educational Research; Educational Technology; Employment Qualifications; Guidelines; Internet; Job Skills; *Labor Force Development; Learning Activities; Learning Processes; Mentors; Models; Online Systems; Organizational Change; Organizational Climate; *Organizational Development; Postsecondary Education; Research Utilization; Skill Development; *Theory Practice Relationship; Training Methods Information Overload; Job Coaches; Learning Communities; *Learning Organizations
IDENTIFIERS- Information Overload; Job Coaches; Learning Communities; *Learning Organizations

This book is intended to provide managers, trainers, and others responsible for improving learning within their workplace with the tools, perspectives, and strategies to transform their workplace into a learning organization. Throughout the book, key principles underpinning recent thinking on positive workplace transformation are combined with practical strategies, tips, and exercises to achieve customized change. The following are among the topics discussed: (1) new mindsets for workplace learning; (2) leadership and the learning agenda; (3) meeting the demands of change; (4) championing knowledge work; (5) helping the wounded learn; (6) identifying and evaluating business requirements; (7) gaining and maintaining political support; (8) empowering ownership for learning; (9) stamping out practices that alienate learning; (10) benchmarking best practices; (11) stimulating competency-based learning; (12) accessing digital technology; (13) embracing team learning; (14) celebrating learning; (15) building learning communities; (16) perfecting on-the-job learning; (17) getting results from training; (18) promoting mentoring and coaching; and (19) revitalizing and expanding one's knowledge pool. Twenty-five tables/figures and exercises are included. The following items are appended: lists of benefits of competency-based education to employers, organizations, and the economy; guidelines for intelligent implementation of a digital

School graduates did not have the skills to enter the workplace and postsecondary institutions that require high-level academic skills. He identified these three things that Orangeburg would need to do to improve academic and technical achievement: find a principal with energy, dedication, and concern for students; convince the community the school needed to improve; and build faculty commitment and support teachers in holding students to high standards. The superintendent and his leadership team took these steps to raise standards and improve student achievement: made the high school a place where students can learn; raised graduation requirements; provided a special environment for ninth graders to give them a boost as they enter high school; raised expectations at school and in the classroom; provided structure, time, and staff development to support improved student performance; taught in ways that motivate students to learn challenging content; upgraded the vocational program; and strengthened guidance and advisement. Orangeburg's leaders and teachers changed the culture of learning at the high school and technology center. Overall academic performance improved; students took the recommended curriculum; and the high school increased its expectations of students. (YLB)

ED 462 565   CE 082 960

Case Study: Randolph County Vocational Technical Center, Elkins, W. Va.
PUB DATE- 98
NOTE- 10p.; Part of the High Schools That Work (HSTW) Initiative. For other case studies, see CE 082 956-964 and UD 034 827.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; Assignments; Block Scheduling; Case Studies; Community Involvement; Curriculum Development; *Educational Change; *Educational Improvement; Graduation Requirements; High Schools; Mathematics Achievement; *Noncollege Bound Students; Program Improvement; Reading Achievement; School Community Relationship; School Guidance; Science Achievement; Staff Development; Teacher Expectations of Students; Vocational Education; *Vocational Schools
IDENTIFIERS- High Schools That Work; *Randolph County School District WV; Southern Regional Education Board

Randolph County Vocational Technical Center, Elkins, West Virginia, received a grant in 1997 for a project that was part of the High Schools That Work (HSTW) initiative to improve academic skills of career-bound students. The superintendent and faculty knew that improving achievement meant reaching out to the three home high schools to bring them on board with the improvement effort. Leaders at the vocational technical center faced the task of convincing these schools that the center was not a dumping ground for low-ability, low-achieving students and that these students could and should be taught to higher standards. School leaders and teachers decided to focus on raising students' expectations and preparing teachers to engage students in more challenging assignments. The strategies included eliminating the general track and raising graduation requirements; supporting teachers with staff development; designing a challenging vocational curriculum; improving guidance and advisement; providing extra help; and involving the community. As a result of HSTW workshops, the county has adopted block scheduling, an upgraded vocational curriculum, and the Zeros Aren't Permitted (ZAP) assignment completion program. Students gained in the areas of reading, mathematics,

DESCRIPTORS- Adult Education; Comparative Analysis; Cost Effectiveness; Demonstration Programs; Dislocated Workers; Employment Patterns; Employment Potential; Employment Programs; *Employment Services; Federal Legislation; Federal Programs; Job Applicants; *Job Search Methods; *Job Training; *Program Effectiveness; State Programs; Unemployment; *Unemployment Insurance; Wages
IDENTIFIERS- District of Columbia; Florida

In order to measure their effectiveness in promoting rapid reemployment and shorter spells during which claimants are entitled to collect unemployment insurance (UI), the U.S. Department of Labor tested these three assistance strategies in the District of Columbia (8,071 claimants selected during June 1995-June 1996) and Florida (12,042 claimants selected during March 1995-March 1996): (1) Structured Job Search Assistance (SJSA), which required orientation, testing, job search workshops, and a one-on-one assessment interview; (2) Individualized Job Search Assistance (IJSA), which provided services based on needs of claimants; and (3) Individualized Job Search Assistance with Training (IJSA), which provided the services of IJSA plus training provided by other agencies for interested claimants. Claimants were assigned at random to one of the three treatment groups or to a control group. Among the findings are the following: (1) compared to the control group, all treatments reduced UI receipts for the first year, with the largest impact occurring in the Structured Job Search Assistance group in the District of Columbia, where it was shortened by more than a week; (2) no treatments reduced UI receipt beyond the first year; (3) the researchers were not able to definitively answer which treatment was most effective in reducing UI spells; (4) the treatments had uneven impacts on employment and earnings; and (5) compared to the control group, all treatments led claimants to contact more employers per week in their job search. (CML)

ED 462 582 CE 083 000

Pettersson, Sten; Richards, Greg; Rolfe, Heather; Skar, Mariann
Mobility and Transparency of Vocational Qualifications: An Overview of Studies on the Tourism, Chemical and Healthcare Sectors in Europe. CEDEFOP Panorama.
PUB DATE- 01
NOTE- 59p.; CEDEFOP Reference Series 14.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Allied Health Occupations Education; *Chemical Industry; Developed Nations; Educational Certificates; Employment Opportunities; Employment Patterns; *Employment Qualifications; Foreign Countries; *Health Occupations; Higher Education; Information Dissemination; *International Cooperation; Labor Force; Medical Education; *Occupational Mobility; Postsecondary Education; Relocation; Secondary Education; Standards; Student Certification; *Tourism; Vocational Adjustment; Vocational Education
IDENTIFIERS- *European Union

Three studies covering the tourism, chemical industry, and healthcare sectors in the European Union investigated patterns of cross-border mobility at the sector level. Special focus was on transparency of vocational qualifications and the relation between transparency and mobility. A serious lack of information on labor force mobility within Europe was found. Results indicated a low and stable mobility rate within the leisure courses; (7) transportation, child care, and low course fees are key to course enrollment and completion; and (8) courses on all levels of education are needed at the local level. (MN)

ED 462 598   CE 083 050

MacAllum, Keith; Bozick, Robert
What Happens after They Graduate? Results from a Longitudinal Study of STC Graduates.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Conference of the Association for Career and Technical Education (75th, New Orleans, LA, December 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Corporations; *Education Work Relationship; *Educational Attainment; Employment Level; Employment Patterns; Enrollment Trends; *Graduate Surveys; Graduates; Longitudinal Studies; *Manufacturing Industry; Models; *Outcomes of Education; Parents; Partnerships in Education; Postsecondary Education; School Business Relationship; Unions; *Vocational Education

The Lansing Area Manufacturing Partnership (LAMP) is an academically rigorous, business/labor-driven school-to-career (STC) program in Lansing, Michigan, that includes business, union, school, and parent partners. The effects of participation in LAMP on transitions from school to higher education and work were examined in a longitudinal study of 48 LAMP participants and 46 students who did not participate in LAMP. Both groups were similar from the standpoints of gender, race, age, grade-point average (GPA), and school attended. Data were collected from both groups 6, 12, and 18 months after graduation. The following were among the key findings: (1) postsecondary enrollment was higher among the LAMP participants (96% versus 79%) in March 2000, whereas both groups had nearly identical postsecondary enrollment rates (about 79%) in winter 2001; (2) the average GPA of the non-LAMP students remained marginally higher than that of the LAMP graduates throughout the study; (3) little difference in the two groups' employment rates was found; (4) 16 months after graduation, LAMP graduates hourly wage averaged $11.27 versus $8.49 for the non-LAMP participants; (5) LAMP appeared to better prepare students for the challenges and responsibilities of work; and (6) LAMP graduates pursued career-enhancing opportunities at higher rates than non-LAMP graduates did. (Contains 14 references.) (MN)

ED 462 599   CE 083 051

Corbett, Deborah
Communication Skills for Workplace Assessors.
PUB DATE- 00
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Check Lists; *Communication Skills; Communication

IDENTIFIERS- Educational Marketing

A modified Delphi technique was used to identify the factors that positively influence technology education teachers' decision to enroll in graduate education programs and the barriers to their enrollment in advanced degree programs. Two pairs of Delphi panels were established. The doctoral panels consisted of 15 recent doctoral graduates and 30 practicing technology education teachers with master's degrees. The master's degree panels consisted of 19 technology education teachers with master's degrees and 18 technology education teachers with no advanced degree. The three panels whose members had advanced degrees all rated their personal goal and desire as the top influence for pursuing a graduate degree, whereas the technology education teachers who did not hold master's degrees rated their personal goal and desire significantly lower. The university's geographical location, program quality and reputation, and faculty quality and reputation were all rated as positive influences by three panels. All four panels considered time commitment a substantial barrier to enrollment in a graduate-level program. Universities providing graduate technology education programs focusing on teacher education were advised to promote the quality of the university, the program, and its faculty and to capitalize on technology education teachers' personal goals and desires to recruit qualified individuals into graduate education programs. (Contains 10 references.) (MN)

ED 462 616   CE 083 083

Friedman, Pamela
Increasing Work Opportunities for Low-Income Workers through TANF and Economic Development Programs.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; William and Flora Hewlett Foundation, Palo Alto, CA.; Ford Foundation, New York, NY.; Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 02
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Community Development; Cooperative Planning; Corporations; *Dislocated Workers; *Economic Development; *Employment Opportunities; Employment Programs; Federal Programs; Federal State Relationship; Holistic Approach; Job Development; Linking Agents; Nonprofit Organizations; Organizational Objectives; Philanthropic Foundations; Policy Formation; Private Sector; Program Development; Public Agencies; *Public Policy; Public Sector; Religious Organizations; Social Science Research; Tax Credits; Working Poor
IDENTIFIERS- Massachusetts; New Jersey; New York; *Temporary Assistance for Needy Families; Vermont; Welfare to Work Programs; Wisconsin

The numerous layoffs of low-income workers that occurred when the nation's economy slowed in 2001 have created numerous challenges for local Temporary Assistance for Needy Families (TANF) programs. By increasing collaboration between community economic development and workforce development efforts to serve low-income residents, states and communities may become better prepared to meet the challenges created by the economic slowdown. In their capacity as major local-level organizations

(Andrew Furco); "Civil Society, Social Trust, and the Implementation of Service-Learning" (James C. Toole); "An Application of Developmental-Contextualism to Service-Learning" (Elizabeth Hill Warter, Jennifer M. Grossman); "Using Program Theory To Build and Evaluate Service-Learning Programs" (Donald B. Yarbrough, Rahima C. Wade); "Theories Guiding Outcomes for Action Research for Service-Learning Programs" (Jean L. Schensul, Marlene Berg, Monica Brase); "Beyond Surveys: Using the Problem Solving Interview to Assess the Impact of Service-Learning on Understanding and Critical Thinking" (Janet Eyler, Dwight E. Giles); "Methodological Challenges and Potential Solutions for the Incorporation of Sound Community-Based Research into Service-Learning" (Luciana Lagana, Maureen S. Rubin); "Service-Learning as Qualitative Research: Creating Curriculum from Inquiry" (Robert Shumer); "Impact of Service-Learning on Civic Attitudes and Behaviors of Middle and High School Youth: Findings from Three National Evaluations" (Alan Melchior, Lawrence Neil Bailis); "Service-Learning in Teacher Education: A Consideration of Qualitative and Quantitative Outcomes" (Susan Root, Jane Callahan, Jungsywan Sepanski); "Adoption, Implementation, and Sustainability of K-12 Service-Learning" (Shelley H. Billig); and "Research Agenda for K-12 Service-Learning: A Proposal to the Field" (Shelley H. Billig, Andrew Furco). All papers include substantial bibliographies. (MN)

ED 462 632   CE 083 104

Fenwick, Tara J.; Parsons, Jim
The Art of Evaluation: A Handbook for Educators and Trainers.
PUB DATE- 00
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adult Students; Case Studies; Context Effect; Criterion Referenced Tests; Definitions; Educational Philosophy; Employment Qualifications; Entry Workers; *Evaluation Criteria; *Evaluation Methods; *Evaluation Needs; *Evaluation Problems; Formative Evaluation; Grades (Scholastic); Grading; Guidelines; Job Skills; Job Training; Journal Writing; Observation; Online Courses; Peer Evaluation; Performance Based Assessment; Performance Contracts; Performance Factors; Portfolio Assessment; Postsecondary Education; Pretests Posttests; Rating Scales; Recordkeeping; Self Evaluation (Individuals); *Student Evaluation; Summative Evaluation; Test Anxiety; Testing; Transfer of Training; Voc Contextual Learning; Knowledge Development
IDENTIFIERS- Contextual Learning; Knowledge Development

This book introduces adult educators and trainers to the principles and techniques of learner evaluation in the various contexts of adult education. The following are among the topics discussed: (1) the purposes of evaluation (the importance of authentic evaluation; principles of evaluation; traps in evaluation); (2) evaluating one's philosophy (the dilemma of evaluating other adults; the evaluative context); (3) planning for evaluation (approaches to evaluation; validity and reliability; alleviating anxiety); (4) developing criteria for evaluation (criterion, normative, and self-referenced evaluation; indicators of criteria); (5) choosing a strategy (multiple evaluation methods; management and recordkeeping);

(055)

DESCRIPTORS- *Delivery Systems; Educational Improvement; Elementary Secondary Education; Government Publications; *Individualized Education Programs; Professional Development; Program Evaluation; *School Based Management; School Organization; School Psychologists; *Special Education; Student Evaluation

IDENTIFIERS- Amendments; *Individuals with Disabilities Education Act

This publication is intended as a practical resource to assist school-based teams in effective implementation of the new provisions to the Individuals with Disabilities Education (IDEA) Act. Chapters include: (1) "The Individuals with Disabilities Education Act Amendments of 1997: Implications for School-Based Teams" (Mitchell L. Yell, Erik Drasgow, and Laurie Ford); (2) "Statewide and Districtwide Assessments: Current Status and Guidelines for Student Accommodations and Alternate Assessments" (James E. Ysseldyke, J. Ruth Nelson, and Allison L. House); (3) "Assessment and Eligibility Determination in the Individuals with Disabilities Education Act of 1997" (Daniel J. Reschly); (4) "A Better IDEA for Reevaluation" (Andrea S. Canter, Christine M. Hurley, and Cheryl L. Reid); (5) "Functional Behavioral Assessment: Strategies for Positive Behavior Support" (W. David Tilly, III, Timothy P. Knoster, and Martin J. Ikeda); (6) "Manifestation Determinations: Discipline Guidelines for Children with Disabilities" (Robert J. Kubick, Jr., E. M. Bard, and Joseph D. Perry); (7) "Developing Behavioral Intervention Plans for Students with Disabilities" (Meloday Tankersley, Timothy J. Landrum, Bryan G. Cook, and Christine Balan); (8) "Interim Alternative Educational Settings: Guidelines for Prevention and Intervention" (Cathy F. Telzrow and Kershini Naidu); (9) "Partnering with Parents in Educational Programming for Students with Special Needs" (Susan M. Sheridan, Richard J. Cowan, and John W. Eagle); (10) "Writing and Evaluation IEP Goals and Making Appropriate Revisions To Ensure Participation and Progress in General Curriculum" (Mark R. Shinn and Michelle M. Shinn); and (11) "Implementing the IDEA 1997 Amendments: A Compelling Argument for Systems Change" (Michael J. Curtis, George M. Batsche, and Eric M. Mesmer). (Contains 58 tables, 31 figures and 673 references.) (JDM)

ED 462 653   CG 031 595

Minke, Kathleen M., Ed.; Bear, George C., Ed.

Preventing School Problems--Promoting School Success: Strategies and Programs That Work.

PUB DATE- 00

NOTE- 433p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Academic Achievement; Academic Aptitude; Aggression; Children; Elementary Secondary Education; *Emotional Development; *Health Education; Intervention; Prevention; Program Effectiveness; *School Psychologists; *School Psychology; School Safety; *Social Development; Student Development; Violence

This book discusses the prevention of problems and the promotion of success for school children today. Chapters include: (1)

*Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Department of Education; *Free Application for Federal Student Aid

This handbook is designed to help high school counselors advise students about financial aid for postsecondary education. It focuses on the student financial aid programs administered by the U.S. Department of Education. The book includes supplementary materials designed to encourage high school students to consider postsecondary education as an avenue to a more rewarding career. This handbook is divided into three parts: "General Information about Postsecondary Opportunities"; "Application Process for Financial Aid"; and "Completing the Free Application for Federal Student Aid." Appendix A is "Sources of Additional Information"; Appendix B is "Directory of State Agencies"; and Appendix C contains sample handouts. Also provided is a glossary. (GCP)

ED 462 674 CS 014 490

Opitz, Michael F.; Ford, Michael P.
Reaching Readers: Flexible & Innovative Strategies for Guided Reading.
PUB DATE- 01
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Evaluation Methods; Grouping (Instructional Purposes); Instructional Innovation; Models; Primary Education; *Reading Instruction; *Teacher Role
IDENTIFIERS- *Guided Reading Procedure; *Instructional Strategy Usage; Text Factors

This book offers a second-generation model of guided reading--one that presents alternative practices and urges teachers to expand their vision. The goal of the book is to make guided reading a more effective and efficient instructional technique. The book originates from the idea that there are at least five considerations that need to be thought through for meaningful guided reading to occur: Roles and Goals (there are many different guided reading experiences, each one calling for different ways to group children and structure what happens); Assessment and Grouping (good instruction begins with assessing, which leads to grouping decisions); Texts (there are many different types of texts and several ways to match texts to readers); Instruction (it is essential that each guided reading lesson be strategically planned); and Organization and Management (presents planning ideas and ideas for keeping children meaningfully engaged, freeing the teacher to interact with small guided reading groups with minimal interruptions). Appended are: Assessment Procedures and Protocol Forms; Selected Bibliography of Multilevel Texts; Blanks of Forms Described in Text; and Annotated Bibliography of Professional Books (Contains 45 figures, 79 references, and 42 children's book citations.) (NKA)

ED 462 675 CS 014 589

Ediger, Marlow
Reading To Enrich the Self and Others.
PUB DATE- 02
NOTE- 8p.
LANGUAGE- English

students' role in a crowded public high school, while presenting a teacher's autobiography in the form of poems and portraits. Chapters in the book are: (1) Writing Lessons; (2) Relationships; (3) Values; (4) Apron Strings; (5) Learning Styles; (6) Strange Students in a Strange Land; (7) The Assembly Line; (8) Stars; (9) Falling Stars; and (10) Heroes. (NKA)

ED 462 694   CS 217 837

Swain, Sherry Seale
I Can Write What's on My Mind: Theresa Finds Her Voice. Writing Teachers at Work.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Classroom Research; Grade 1; *Language Arts; Parent Teacher Cooperation; Primary Education; *Reading Instruction; *Student Development; Teacher Role; *Writing Instruction
IDENTIFIERS- Starkville Public Schools MS

This book features a case study of one little girl (Theresa) out of a first grade class of 23 in Starkville, Mississippi, and how she learned how to read and write. The book is arranged chronologically, from the beginning of the semester on August 15 until December 12, just before Christmas, in the form of journal entries, parent-teacher notes, and the like relating the day-by-day happenings in the classroom. Frequently, teachers' journal entries concerning Theresa were shared with her parents, who in turn, would send notes in to the teachers (concerning Theresa's reading and writing experiences at home.) The book's pages chronicle the journey undertaken in the classroom and Theresa's growth in learning to read and write. (Contains 13 references and a 21-item children's literature list.) (NKA)

ED 462 695   CS 217 850

Mauk, John
Academic Third Space: An Emerging Classroom Geography for 21st Century Students.
PUB DATE- 02
NOTE- 12p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (21st, Portland, OR, March 6-9, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; *Educational Trends; *Higher Education; *Student Characteristics; Student Participation; *Writing Assignments; *Writing Instruction
IDENTIFIERS- Academic Community; Spatial Context

For a growing student demographic, college is not an intellectual or residential destination; rather, it is an intellectual errand. Students are, in the most existential sense, "already gone." For commuter students, academia is "unsituated." That is, they experience academia as moments scattered throughout a day or week. In short, today's college students are, more and

Hundred Sixth Congress, Second Session (Washington, DC, September 26, 2000).
PUB DATE- 00
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; Government (Administrative Body); Hearings; *Literacy; Meetings
IDENTIFIERS- *Congress 106th; Historical Materials; *Testimony

A hearing was held on Tuesday, September 26, 2000, by the U.S. House of Representatives, Committee on Education and the Workforce, Washington, DC, on the importance of literacy. The following U.S. Representatives were present: Goodling, Roukema, Schaffer, Hilleary, Ehlers, Fletcher, Isakson, Kildee, Owens, Payne, Scott, Hinojosa, McCarthy, Kind, Sanchez, Kucinich, Wu, and Holt. Statements and testimony were given by the following: Opening Statement of Chairman Bill Goodling, Committee on Education and the Workforce, U.S. House of Representatives; Statement of Dr. Donald N. Langenberg, Chancellor, University System of Maryland, Adelphi, MD; Statement of Ms. Linda Butler, Professional Development Specialist, NCHD Early Interventions Project, Washington, DC--accompanied by Mikea Brandon, Third Grade Student, Seaton Elementary School, Washington, DC; Statement of Miss Mikea Brandon, Third Grade Student, Seaton Elementary School, Washington, DC; Statement of Ms. Pam Barrett, Teacher, Tovashal Elementary School, Murietta, CA; Statement of Dr. Carmelita Williams, President, International Reading Association, Washington, DC; Statement of Ms. Jacqueline Martino, Teacher, York Even Start Program, York, PA--accompanied by Pam Neifert, Director of Federal Programs, City of York, PA; Statement of Mr. Enrique Ramirez, Former Adult Education Student, San Francisco, CA; Appendix A--Written Opening Statement of Chairman Bill Goodling, Committee on Education and the Workforce, US House of Representatives, Washington, DC; Appendix B--Written Testimony of Dr. Donald N. Langenberg, Chancellor, University System of Maryland, Adelphi, MD; Appendix C--Written Testimony of Ms. Linda Butler, Professional Development Specialist, NICHD Early Interventions Project, Washington, DC; Appendix D--Written Statement of Miss Mikea Brandon, Third Grade Student, Seaton Elementary School, Washington, DC; Appendix E--Written testimony of Mrs. Pam Barrett, Teacher, Tovashal Elementary School, Murietta, CA; Appendix F--Written testimony of Dr. Carmelita Williams, President, International Reading Association, Washington, DC; Appendix G--Written Testimony of Ms. Jacqueline Martino, Teacher, York Even Start Program, York, PA; and Appendix H--Written Statement of Representative Ruben Hinojosa, Committee on Education and the Workforce, U.S. House of Representatives, Washington, DC. (NKA)

ED 462 715 CS 510 801

Wilcox, Bonita L.
Thinking and Writing for Publication: A Guide for Teachers.
PUB DATE- 02
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Discourse; Elementary Secondary Education;

Environment; Classroom Research; Elementary Secondary Education; *Small Classes; Socialization
IDENTIFIERS- *California

Competing explanations of class size reduction effects on student academic achievement were tested using student, teacher, and school data collected from nearly 700 classrooms in over 70 schools during the first 3 years of implementation of California's (K-3) Class Size Reduction Program. Five major hypotheses were tested: (1) overall impact of class-size reduction is greater when exposure is longer; (2) academic socialization of students is greater when reduced-size class experiences begin in the earliest grades (K-1); (3) reduced classroom management overhead in smaller classes leads to higher performance; (4) school instructional resource utilization is more effective at raising achievement in smaller classes; and (5) changes in instructional practice result in changing the pattern of student achievement outcomes in small classes such that class performance is more uniform as well as higher overall. The California experience suggests that longer and earlier class-size reduction provides modest achievement benefits, but there are no differentially greater benefits for at-risk/disadvantaged students. School resource utilization does not appear to be more effective. Classroom teachers' practices appear to be moving the bulk of the middle of the class toward the higher performing students in the achievement distribution, but only slightly. Appendices describe variables and models used in the study. (Contains 61 references.) (Author/RT)

ED 462 736 EA 031 548

Xu, Zeyu
An Overview of Private Education Development in Modern China. Occasional Paper.
PUB DATE- 01
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Educational History; Educational Quality; Educational Trends; Elementary Secondary Education; Equal Education; Foreign Countries; *Private Education; Private Sector
IDENTIFIERS- *China

It is not surprising that private education is gaining importance in China, given the overall context of huge national efforts toward building up a "socialist market economy." However, the fast growth rate in both quantity and quality of profitable private schools in a socialist society has exceeded expectations. This paper examines the modern history of private education in China. The present-day resurgence of private education is rooted in the heritage of private education in Chinese society. Private schools were the precursor of modern Chinese education and played an important role in the country for a long period before 1949. When government policy became more flexible and household income increased substantially, this heritage was revived and became a stimulating factor for the private-education sector. Unfortunately, the system is fraught with difficulties in educational equity and prioritization of subjects. It is common for kindergarteners to learn English before they can speak Chinese fluently, and computer classes are emphasized in many private high schools whereas mathematics is ignored, undermining the establishment of a basic knowledge foundation. As public education expands, private education may face serious challenges in the future if

Mitchell, Douglas E.; Mitchell, Ross E.
The Impact of California's Class Size Reduction Initiative on Student Achievement: Detailed Findings from Eight School Districts.
PUB DATE- 99
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Class Size; Classroom Environment; Elementary Secondary Education; *Small Classes
IDENTIFIERS- *California; Reform Efforts

This report presents a comprehensive preliminary analysis of how California's Class Size Reduction (CSR) initiative has impacted student achievement during the first 2 years of implementation. The analysis is based on complete student, classroom, and teacher records from 26,126 students in 1,174 classrooms from 83 schools in 8 Southern California school districts. The evidence reviewed supports nine broad conclusions, including the following: (1) Evaluating the impact of CSR was made difficult because many other important initiatives were being simultaneously pursued; (2) rapid implementation of CSR placed substantial stresses on school facilities, created an intense demand for new teachers and encouraged a shift to year round school calendars; (3) impact from CSR is small but positive; (4) benefits of CSR experience were not evenly distributed among student groups; and (5) because class-size reduction was so deeply entangled with student, school, and teacher variables, it was impossible to disentangle the factors influencing student achievement with usual post-hoc exploratory data analysis. Recommendations include "staying the course" with class size until its full effect can be analyzed and documented; supporting work that establishes appropriate explanatory frameworks for interpreting the relationship between class size and student achievement; and continuing the search for school reform and improvement policies that can offset educational challenges created by poverty, non-English home language, and student ethnicity. (Contains 39 references.) (RT)

ED 462 758 EA 031 623

Improving School Efficiency: The Asian Experience. Meeting of the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) (Colombo, Sri Lanka, December 15-17, 1998). An ANTRIEP Report.
SPONS. AGENCY- Norwegian Ministry of Foreign Affairs, Oslo.
PUB DATE- 00
NOTE- 199p.; Organized in cooperation with the Sri Lankan Ministry of Education and Higher Education, with funding from UNESCO Participation Programme.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - Proceedings (021)
DESCRIPTORS- Accountability; Decentralization; Educational Improvement; Elementary Secondary Education; Equal Education; Foreign Countries; School Based Management; *School Effectiveness; Teacher Evaluation
IDENTIFIERS- *Australasia; Australia; Bangladesh; India; Korea; Nepal; *Reform Efforts; Sri Lanka

Improving the efficiency of schools is a growing concern of educational planners and managers in Asian countries in recent years. The seminar on Improving School Efficiency was convened grant-funded project designed to infuse cultural competence in early childhood programs by disseminating and replicating a proven parent and professional inservice training module, Multicultural Early Childhood Team Training (MECTT). During the 3 years of the project, the following objectives were achieved: (1) 61 culturally linguistically diverse parent/professional teams were prepared to provide leadership and training to approximately 3050 professionals and parents in local and state early childhood programs; (2) a guide was developed to assist these teams in adapting MECTT training materials for a broad range of programs and audiences; and (3) technical assistance was provided to adoption sites in developing and implementing state and community action plans. Additional training and dissemination activities included: two Leadership Institutes; 4 display/poster sessions; and a variety of workshops, seminars, and presentations at 9 national conferences. Finally, a Web site was initiated and information was disseminated through newsletters. An evaluation by the CLAS project (Culturally & Linguistically Appropriate Services Early Childhood Research Institute) found the MECTT training materials to be of high quality and very user friendly. In looking ahead, the report states that both early intervention and preschool programs are in need of inservice training to change policies and practices to ensure that all families of young children with disabilities are welcomed. The next challenge is reaching out to states to include training curriculum in state plans and to help them implement state-wide training for programs working with families from diverse cultures. The report includes 5 appendices: (1) CLAS Reviewer's Reports; (2) Evaluation Outcomes/Examples of Documentation Forms; (3) Leadership Institute Materials; (4) Abstract/Description of Modules; and (5) Sample Newsletter. (SG)

ED 462 777   EC 308 839

Rule, Sarah; Rowland, Cynthia
Preparation of Rural Personnel To Serve Young Children with Disabilities and Their Families: A Multi-University Consortium. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 20p.; Project Director: Sarah Rule; Project Coordinator: Cynthia Rowland.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Distance Education; Diversity (Student); Early Intervention; Higher Education; *Interdisciplinary Approach; Minority Groups; Multicultural Education; Parent Participation; Preschool Education; *Professional Development; *Rural Education; *Special Education; Staff Development
IDENTIFIERS- *Native Americans; University of Utah; Utah State University

The purposes of this project were to prepare students in rural and remote regions to receive Utah's birth-to-five preschool special education certificate and to enhance the quality of their preparation. The project proposed to: (1) support preparation for certification of at least 50 students who were residents of and serving preschoolers in rural and remote areas; (2) recruit students from diverse cultures, specifically targeting Native Americans; (3) adapt the multidisciplinary vocabulary level, increased frequency of drill and practice exercises, less cluttered format, and presentation of skills in small, sequential steps. The material is designed to supplement state-adapted textbooks and other instructional materials. Both texts are based on the Florida Curriculum Frameworks and correlates to the Sunshine State Standards. They are divided into units of study which correspond to the Language Arts Strands of the state standards. The content focuses on concepts, instructional text, and activities and culminates with an application for students to demonstrate learning. Each unit in the teacher's guide includes an overview, suggestions for enrichment, unit assessment, and answer keys. The units are: (1) Integrating Multimedia Technology--Traveling the Information Highway; (2) Reading British Literature--The Voices of England; (3) Writing--How To Apply What You Know; and (4) Listening, Viewing, Speaking--The Keys to Understanding. Five appendices in the guide include some suggested instructional strategies, teaching suggestions, accommodations/modifications for students, a vocabulary word list, and information on correlation to state standards. The student workbook contains vocabulary, an explanation of the content and practice exercises designed to evaluate comprehension. (Contains 39 references.) (DB)

ED 462 793   EC 308 862

Catlett, Camille, Comp.; Winton, Pamela J., Comp.
Resource Guide: Selected Early Childhood/Early Intervention Training Materials. 10th Edition.
SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 160p.; For the previous edition see ED 445 476.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Agency Cooperation; Assistive Devices (for Disabled); Child Development; *Disabilities; Diversity (Student); Early Childhood Education; *Early Identification; *Early Intervention; *Educational Practices; Family Involvement; Higher Education; Inclusive Schools; Individualized Education Programs; Individualized Family Service Plans; Inservice Teacher Education; *Instructional Development; Postsecondary Education; Preservice Teacher Education; *Professional Development; Student Evaluation; Teamwork; Transitional Programs

The purpose of this resource guide is to identify and describe teaching, training, and staff development materials that meet three basic criteria: they are good, they are readily available, and they are inexpensive. These resources may assist educators, trainers, supervisors, and other personnel preparation decision makers in designing quality preservice and inservice experiences. The guide is divided into two sections: materials on instructional content and materials on the instructional process. The instructional content section provides annotated listings of materials with which to enrich preservice and inservice personnel preparation in 14 key early childhood/early intervention content areas. These include: assistive technology, diversity, early care and development, evaluation/assessment, family-professional collaboration, Individualized Family Service Plans/Individualized Education criteria to examine state and district data. The report begins by reviewing provisions under the Individuals with Disabilities Education Act that require states to collect and examine data to determine if significant disproportionality based on race is occurring with respect to identification and placement of students with disabilities. Findings from the review of the 29 states using specific criteria are then discussed. Ten states use a percentage point discrepancy to determine disproportionality. Under this system, the percentage of each racial/ethnic group in the total student population is calculated and then the percentage of each racial/ethnic group in each disability category is calculated. Ten states apply a statistical significance test to determine if their data are disproportionate. The use of other criteria in the remaining nine states is described. The report closes with a list of issues that should be considered regarding data collection. (CR)

ED 462 811 EC 308 945

Martin, Sylvia S.; Baker, Debra C.
Families and Children with Severe Disabilities: Daily Lives, Systems, and Concerns.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of Behavioral and Social Sciences (Las Vegas, NV, January 31-February 2, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; *Coping; Elementary Secondary Education; *Family Life; *Family Needs; *Family Problems; *Family School Relationship; Infants; Preschool Education; *Severe Disabilities; Toddlers; Transitional Programs

This paper reviews the literature examining the lifelong challenges to family members represented by the birth of a child with severe disabilities. The paper addresses issues of family life, the systems that affect families, and current and future concerns related to having a child with severe disabilities. Studies addressing families of infants, toddlers, and preschoolers with disabilities are reviewed first. The emotional stages that a family experiences when first told that a child has a diagnosis of a disability are discussed, along with factors that influence how and when parents reach the acceptance stage. Factors include disability area and degree of disability, family characteristics, and the strength available from the family system. The daily issues families of young children with severe disabilities face are addressed and the different systems families encounter are described. The paper then discusses the secondary transition years, the daily issues faced by families of adolescents with severe disabilities aging out of the educational system, and the systems they encounter. The paper concludes that system involvement, issues of concern, and the daily life of families having a child with severe disabilities show little change from the early years to the secondary transition years. (Contains 27 references.) (CR)

ED 462 812 EC 308 946

Parents Can Be the Key: A Handbook on Rights and Responsibilities in Special Education for Parents of Children with Disabilities. Sixth Edition.
PUB DATE- 00

Instructional Innovation; Limited English Speaking; *Outcome Based Education; Professional Development; Program Evaluation; Rural Areas; Second Language Instruction; Second Language Learning; Small Schools; *Student Evaluation; World Wide Web
IDENTIFIERS- Academic Language; Cognitive Academic Language Learning Approach; Lau v Nichols

This book is designed for use by educators being introduced to English-as-a-Second-Language (ESL) learners as well as for ESL professionals who want a resource on state-of-the-art practices. This book describes how a small program of services can fit into the standards movement and how to staff such a program. It also contains suggestions for instruction, student assessment, program evaluation, parent and community involvement, and multimedia resources for the education of second language learners in low density communities. The book is divided into ten chapters with the following titles: "Pressing the Numbers"; "Statutory Requirements" (including major court cases); "Implementing the Lau Mandate"; "Including LEP Students in Standards-Driven Curriculum"; "Staffing the ESL Program"; "Parents and the Community"; "Authentic, Comprehensive Student Assessment"; "ESL Program Evaluation"; "Professional Resources: From People to Print to Pixels"; and "Postscript" (acronyms commonly used in the ESL profession). There is also a glossary, list of references, an index, and 3 appendices: "Sample Lau Plan from the Heartland Valley School Department"; "CALLA Sample Lesson: Using Prepositions in Giving and Following Directions"; and "Using Evaluation Data to Support Instructional Improvement." (Contains 131 references.) (KFT)

ED 462 832 FL 026 938

Leki, Ilona, Ed.
Academic Writing Programs. Case Studies in TESOL Practice Series.
PUB DATE- 01
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Discourse; Curriculum Development; *English for Academic Purposes; *English (Second Language); Higher Education; International Education; Limited English Speaking; Second Language Instruction; Second Language Learning; Writing (Composition); *Writing Instruction; Written Language

This edited volume explores the international role of written English in the academic context and clearly demonstrates how writing is integrated in all aspects of academic communication in English. The 12 programs described in this book differ in context but share basic assumptions about how best to teach second language (L2) writing. In addition to an introduction, "Assessing Communities and Disciplines through L2 Writing Programs," 12 chapters are included: "The Writing Assistance Programme: A Writing Center with Hong Kong Characteristics" (Maida Kennedy Xiao); "Toward Authentic, Specific Purpose Writing at Lower Levels of Proficiency" (John Flowerdew); and "Realizing a Giant First Step toward Improved English Writing: A Case in a Japanese University" (Keiko Hirose); "Making Writing Count in an ESL Learning Community" (Marcia Babbitt); "An Interdisciplinary, Interinstitutional, Learning Communities Program: Student Involvement and Student Success" (Ann M. Johns); "Capitalizing on Contacts, Collaboration, and Disciplinary Communities: Academic ESL Options in a Large Research University" (Roberta J. Vann, Cynthia Myers);

continue to be influential today). The book also explores the strengths and weaknesses of each method, tracing the connections among the different schools of thought. Illustrating the importance of translation theory to the current debates in cultural studies, the book raises theoretical questions that challenge assumptions of the leading translation theories. This revised second edition updates each of the approaches, incorporating the latest research, and adds a new conclusion addressing the future of translation studies. It also offers new insights into the nature of translation, language, and cross-cultural communication. (Contains approximately 500 references.) (SM)

ED 462 852   FL 027 191

Mesthrie, Rajend, Ed.
Concise Encyclopedia of Sociolinguistics.
PUB DATE- 01
NOTE- 1031p.; Consulting editor, R. E. Asher. Based on the 10-volume "The Encyclopedia of Language and Linguistics." R. E. Asher, editor-in-chief 1994).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Anthropological Linguistics; Bilingual Education; Bilingualism; Communication Skills; Cultural Differences; Dialects; Elementary Secondary Education; Gender Issues; Grammar; Interpersonal Relationship; Language Maintenance; Language Minorities; Language Planning; Language Proficiency; Language Skills; Language Usage; Language Variation; Oral Language; Public Policy; Research Methodology; Sign Language; Social Discrimination; Social Influences; *Sociolinguistics; Sociology
IDENTIFIERS- Language Contact

This book provides comprehensive information on all aspects of sociolinguistics. It includes 285 articles, of which 80 are short biographical entries. Fifty of the biographies and 42 other articles are entirely new, while the remaining entries are revised and updated from the "Encyclopedia of Language and Linguistics." The book provides access to important concepts in adjacent disciplines (e.g., role theory or social class from sociology). It also gives an account of methods and approaches taken by scholars in different branches of the discipline and a sense of sociolinguistics as a profession by reference to its key journals, societies, and conferences and by including brief portraits of its leading practitioners. The book's 10 sections include articles on the following: (1) "Foundations of Society and Language"; (2) "Language and Interaction"; (3) "Language Variation: Style, Situation, Function"; (4) "Language Variation and Change: Dialects and Social Groups"; (5) "Language Contact"; (6) "Language, Power and Inequality"; (7) "Language Planning, Policy, Practice"; (8) "Language and Education"; (9) "Methods in Sociolinguistics"; and (10) "The Profession." Includes: Alphabetical List of Articles; List of Contributors; Name Index; and Subject Index. (SM)

ED 462 853   FL 027 192

Daniel-White, Kimberly, Ed.
Working Papers in Educational Linguistics, 2001.
PUB DATE- 01
NOTE- 132p.; Published biannually. For individual articles, see FL 027 193-98.

NOTE- 376p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Faculty; *Consultants; Higher Education; *Instructional Development; *Teacher Evaluation; Teaching Methods

Chapters in this edition contain many different approaches and strategies that can be used in individuals to improve teaching. The selections give the reader a variety of perspectives. The chapters from the first edition of this sourcebook have been updated or rewritten, and seven chapters have been added to provide additional information. The chapters of part 1, General Skills and Philosophies, are: (1) Individual Consultation: Its Importance to Faculty Development Programs (Karron G. Lewis); (2) Getting Started in One-on-One Instructional Consulting: Suggestions for New Consultants (L. Dee Fink and Gabriele Bauer); (3) Consultation Using a Research Perspective (Jody D. Nyquist and Donald H. Wulff); (4) Using Qualitative Methods To Generate Data for Instructional Development (Donald H. Wulff and Jody D. Nyquist); and (5) Thinking about Motivation: Some Issues for Instructional Consultants (Michael Theall). Part 2, Some Specific Methods of Consultation for Instructional Improvement, contains: (6) The Teaching Analysis Program and the Role of the Consultant (Joyce Povlacs Lunde); (7) Using an Objective Observation System To Diagnose Teaching Problems (Karron G. Lewis); (8) The Faculty Visitor Program: Helping Teachers See Themselves (Barbara Helling and Diane Kuhlmann); (9) Using Focus Groups and Individual Consultation To Fine-Tune Teaching (Richard G. Tiberius); (10) Consultation with Videotape: Memory Management through Simulated Rècall (David Way); (11) Problem-Based Consultation for Problem-Based Learning (Claire H. Major); and (12) Individual Consultation and the Workshop: What's the Connection? (Mary Pat Mann). Part 3, Consulting for Teaching with Technology, contains: (13) Technology Consulting: Keeping Pedagogy in the Forefront (Rosslyn M. Smith and Katherine A. Stalcup); and (14) Consultation for Distance Learning (Myra S. Wilhite, Joyce Povlacs Lunde, and James W. King). Part 4, Consulting for Special Purposes and Groups, contains: (15) Using Climate Assessment Data To Consult about Multicultural Teaching" (Christine A. Stanley and Theron F. Ford); (16) Assessing the Cooperative Classroom: Consulting Techniques That Work (Barbara J. Millis); (17) Promoting Active Learning in Preparing Future Faculty (Jan Smith and Shelley L. Smith); (18) Career Consulting: A Critical Segment of a Comprehensive Faculty Development Program (Daniel W. Wheeler); and (19) Faculty Development Programs Based around Scholarly Writing (Robert Boice). A final section presents Some Conclusions: Individual Consultation from the Past and into the Future. Each paper contains references. (Contains 11 tables and 22 figures.) (SLD)

ED 462 876 HE 034 696

MacFarland, Thomas W.
Students in the James M. Farquhar Center for Undergraduate Studies Respond to a Satisfaction Survey: A Comparison between On-Campus Students and Off-Campus Students.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

IDENTIFIERS- *Recession

This paper discusses recession and the major policy considerations that states and institutions must face in the current economic downturn. It explores the public policy implications of three major variables: (1) each of the 50 states has a unique higher education system; (2) each state also has a unique revenue and budgetary process; and (3) each recession is a unique, unpredictable event. The focus is on state higher education policy. The politics of scarcity are very different from the politics of prosperity in ways that often pose problems for the financial support of higher education. The present decline in higher education's share of state expenditures does not represent any deliberate policy decision to curtail state funding substantially; it is simply an outcome of economic currents. The principal question for higher education will be how to accommodate additional students without commensurate additional state support. Tuition increases are likely to remain an important tool in the repertoire of state and institutional response to recession, but there are political limits to this tool and considerable backlash if the public believes that increases have been excessive. The current recession coincides with the third great wave of college enrollments. Even if the economy avoids a major or prolonged recession, it will require extraordinary effort on the part of states and colleges to meet the needs of these students. (Contains 35 references.) (SLD)

ED 462 897 HE 034 773

Student Charges & Financial Aid, 2001-2002.
PUB DATE- 02
NOTE- 34p.; For the 2000-2001 report, see ED 456 700.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Costs; *Economic Factors; *Educational Finance; Educational Policy; Higher Education; *Paying for College; Retrenchment; Tables (Data); *Tuition

Data from a variety of sources confirmed that the opening of the 2001-2002 academic year brought a return to reduced appropriations for higher education and higher tuition increases. As the impact of the continued economic slowdown and the financial blows from the September terrorist attacks become known, policymakers continue to reduce budgets for education. The return to tight budgets and tuition hikes will collide with steady and significant enrollment increases over the next 10 years. The rate of tuition and fees at public 4-year institutions increased at a significantly higher rate than last year. And room and board charges increased at a full percentage point above the rate of increase for the previous year. Selected pieces of state legislation related to higher education tuition are reviewed, and other developments in state financial support of higher education are explored. It is apparent that two coming events will bring student finance issues into sharper focus: the 2002 elections and the reauthorization of the Higher Education Act. Two appendixes list selected student charges at member institutions of the American Association of State Colleges and Universities and the National Association of State Universities and Land Grant Colleges. (Contains 7 tables and 34 endnotes.) (SLD)

ED 462 898 HE 034 774

regional development, and country studies; (5) applications, including new technologies, tele-education, distance education, tele-medicine, the U.S. higher education market, and finance; and (6) satellites, including GMPCS (Global Mobile Personal Communications by Satellite), mobile satellites, technical issues, and new applications. A listing of papers by day or by author is also available. (Most papers contain references.) (MES)

ED 462 920 IR 021 075

Pacific Telecommunications Council Annual Conference Proceedings (22nd, Honolulu, Hawaii, January 31-February 2, 2000).
PUB DATE- 00
NOTE- 649p.; For the 2000 proceedings, see IR 021 074. Some papers are not available from ERIC. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Communications Satellites; *Computer Networks; Developing Nations; Distance Education; Foreign Countries; *Information Networks; *Information Services; *Information Technology; Policy Formation; Socioeconomic Influences; Technological Advancement; *Telecommunications
IDENTIFIERS- Pacific Region; United States

This proceedings of the 2000 conference of the Pacific Telecommunications Council contains papers and summaries of sessions in the following areas: (1) socio/economic, including regional studies of China, the South Pacific, Southeast Asian, Latin America, Oceania, Korea, India, and the Asia-Pacific telecommunications market; (2) applications, including telecommunication in the service of humanitarian assistance, case studies in educational telecommunications, rural development strategies, applications of telecommunications to health and medicine, information technology and telecommunications, telecommunications management, and doing good business in the Pacific hemisphere; (3) Internet, including enabling e-commerce, telephony, strategies for financing and tracking the digital economy, government control in privacy and consumer protection, new network technologies, development issues, and content and culture; (4) satellites and submarines, including lessons in satellite planning, business issues in submarine fiber optic cable systems, submarine finance, submarine networks, commercial launch services, GMPCS (Global Mobile Personal Communications by Satellite), and high data rate and satellite wireless communications; (5) technology, including intelligent networks, infrastructure and services of broadband and emerging technologies, broadcast in the era of convergence, distance learning applications and directions, applications of technology for distributed learning, global, regional, and national issues in electronic business, and the political economy of Asia; and (6) policy/regulatory, including evolving trends in communication, regulatory issues and the Internet, joint ventures and strategic alliances in Asia, convergence policy challenges in Asia, policy and regulation, and impact of regulatory liberalization on the satellite industry. (Most papers contain references.) (MES)

ED 462 921 IR 021 076

Noble, David F.
Digital Diploma Mills: The Automation of Higher Education.

When examined holistically, it became evident that no single element could be given credit for improving the writing skills of the local students. (Contains 16 references.) (MES)

ED 462 939   IR 021 097

McEneaney, John E.; Subrin, Wendy M.; Roshanaei, Homa; Baroni, Bryan; Li, Ledong
Web-Based Computer Supported Cooperative Work.
PUB DATE- 01
NOTE- 9p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; *Educational Cooperation; Educational Technology; Elementary Secondary Education; Higher Education; Interaction; Models; *Online Systems; Participant Satisfaction; Preschool Education; Preservice Teacher Education; Teaching Styles; *Technology Integration; World Wide Web
IDENTIFIERS- Technology Utilization; Web Sites

This paper reports on a project that focused on technology integration in P-12 or postsecondary classroom settings. Project objectives were: (1) to assist preservice teachers to develop teaching styles that make effective use of technology; (2) to promote preservice teacher use of technology-enhanced learning in their own education; and (3) to establish a model for technology integration that can grow and change with technology. A loosely organized toolset of familiar office applications was identified, and, over a period of approximately 18 months, an interactive World Wide Web site was developed to support project activities as the needs and interests of projects participants became apparent. Specific office applications were employed to establish standard formats for project materials, and the Web-based system gradually evolved into the primary channel for gathering and disseminating project information, support materials, and project-related documentation. Participant perspectives of the project director, Web development team, and student consultants are presented. (Contains 19 references.) (MES)

ED 462 940   IR 021 098

Muir, Diana J.
Adapting Online Education to Different Learning Styles.
PUB DATE- 01
NOTE- 17p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *Computer Uses in Education; Curriculum Development; High Schools; *Individualized Instruction; *Instructional Design; *Learning Theories; Models; Scores; Standardized Tests; *Web Based Instruction; World Wide Web
IDENTIFIERS- *Course Development; Learning Environments

The purpose of this research project was to determine if online learning could be adapted to individual learning styles and if

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; *Educational Technology; Higher Education; Instructional Design; Instructional Development; Lesson Plans; Online Systems; Portfolios (Background Materials); Primary Education; Professional Development; *Special Education; Student Teachers; *Teacher Education; *Technology Integration

In order to facilitate the professional development of its student teachers, North Carolina has initiated a grant program that offers a number of grant opportunities. This paper describes how one of these grants was used in a special education classroom. The classroom consisted of 14 students with a wide range of handicapping conditions. The project itself consisted of two themes. The first was the creation of online portfolios on the part of the student in the class. The second theme revolved around the student teacher and the lesson plans developed for this project. These plans helped the student teacher meet the technology proficiency requirements and the plans have also been disseminated on the World Wide Web in order to provide other student teachers with examples of ways they can meet their technology requirements. (Contains 10 references.) (Author/AEF)

ED 462 960 IR 021 120

Bray, Marty
Accessibility of Schools and Colleges of Education Home Pages for Individuals with Disabilities.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Computer Uses in Education; *Disabilities; Higher Education; Online Systems; Problems; *Schools of Education; Teacher Education; World Wide Web
IDENTIFIERS- Web Pages

Colleges of Education (COEs) use the World Wide Web to disseminate and gather information. Online barriers limit the accessibility of the Web for individuals with disabilities. This study evaluated the accessibility of COE home pages. Two hundred and fifty Web sites were randomly selected for evaluation. A software program was used to quantify the number of accessibility errors at each site. The results indicated that most (79%) institutions of higher education home pages had accessibility problems, and the majority of these problems (67%) of the errors were severe problems that should be given a high priority for correcting. The good news is that the majority (74%) of the errors can easily be corrected. The work reflects a need for COEs to examine the accessibility of their home pages. Direction for improving accessibility is provided. Two tables present information on type of accessibility error, percent, severity, and ease to correct, and World Wide Web resources. (Contains 12 references.) (Author/AEF)

ED 462 961 IR 021 121

Bray, Marty
The Evolution of Communication Protocols in an Online Web Discussion Site: A Case Study.

Contributing to Their Communities," including Rogers and Holland Schools (Texas) and Tech Crews (Mississippi); (4) "Getting Ready for the World of Work," including Boston Public Schools (Massachusetts) and Corporation for Business, Work, and Learning (Massachusetts); and (5) "Helping Children Bridge the Digital Divide," including Plugged In (California), National Urban Technology Center (New York), and Laptop Kids (Minnesota). (MES)

ED 462 978 IR 021 159

Horrigan, John B.; Rainie, Lee
Getting Serious Online.
PUB DATE- 02
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Attitudes; Computer Mediated Communication; Computer Oriented Programs; Electronic Mail; *Internet; Online Searching; Online Systems; *Surveys; *Use Studies; Users (Information); *World Wide Web

The findings in this report come from a survey conducted in March 2001 in which 1,501 people interviewed in March 2000 were re-interviewed. This longitudinal approach shows that over the course of a year people's use of the Internet gets more serious and functional. Internet users were much more likely in 2001 to use the Web at their jobs and go online for work-related research. A notable number of users say their use of the Internet increases the amount of time they spend working at home. Users continue to value the Internet as a way to stay in touch with others. An extra year of Internet experience has resulted in a significant increase for all e-mailers in e-mailing family members. As people become more accustomed to the Internet, they are somewhat less likely to praise its social advantages. The increasingly important role of the Internet in users' lives is evident when it comes to money matters, and online transactions registered growth across the board between 2000 and 2001. The number of Internet users who have ever bought anything online grew 45% between 2000 and 2001. The use of the Internet to find important information or carry out tasks also grew among respondents. A year's experience online resulted in a modest decline in amount of time an average Internet user is online during a typical session. Internet users--veteran users especially--report that their use of e-mail and the Web has changed the amount of time they spend watching television, shopping in stores, and reading newspapers. As for elements of the Internet that bother people, spam e-mails lead the way, and a substantial number of Internet users complain that they have received unwanted e-mails with sexual content. An appendix includes a table comparing changes in Internet activities between March 2001 and March 2000, and charts showing a comparison for 2000. (AEF)

ED 462 979 IR 021 160

ICTE Tallahassee 2001. International Conference on Technology and Education Proceedings (19th, Tallahassee, Florida, May 2-5, 2001).
PUB DATE- 01
NOTE- 412p.; The ICTE "Educational Technology Resource Library" provides access to papers from ICTE Conferences.
LANGUAGE- English

(Albuquerque NM, June 10-11, 1997.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age; Change Strategies; College Faculty; *Community Colleges; *Educational Objectives; *Educational Planning; Educational Strategies; *Futures (of Society); Labor Force Development; *Strategic Planning; Technology Education; Two Year Colleges; Welfare Reform
IDENTIFIERS- *New Mexico

This is the report of the 2000 New Mexico Association of Community Colleges (NMACC) Strategic Planning Conference. Participants worked in small groups to identify the most probable and the most desirable world for the year 2000. Results for the most probable world include: (1) education would be available to many consumers, using many delivery systems with varying quality and affordability; (2) communication technology would make global environment local; (3) politics would have a heavy influence on policy decisions; (4) there would be a growing underclass unprepared for better opportunities; and (5) competencies and accountability would be more valued than traditional measures (such as degrees and transcripts). Results for the most desirable world include: (1) the world would be at peace; (2) each individual would have total economic security; (3) the world would be crime free; and (4) there would be universal health care. The report also includes probable and desirable futures for NMACC. The most probable futures list includes: (1) there would be a need to replace aging faculty and staff; (2) community colleges would be valued for their role as centers for workforce and economic development; (3) four-year colleges would provide greater competition for students and funding; and (4) community colleges would be more accessible in terms of cost, scheduling, variety of delivery systems, and locations. Includes action plans for developing the most desirable goals for NMACC in 2000. (NB)

ED 462 998   JC 020 212

DeMarte, Daniel
Action Concepts for Strengthening the Community College Organizational Structure.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; College Administration; *Community Colleges; *Educational Policy; Feedback; *Organizational Effectiveness; *Organizational Objectives; Organizational Theories; Policy Analysis; Policy Formation; Power Structure; School Surveys; *Strategic Planning; Two Year Colleges

This paper offers action concepts designed to be applied to achieve outcomes that benefit all college personnel in their attempts to fulfill their collective roles in strengthening the organizational structure of the college. NILIE (National Initiative for Leadership and Institutional Effectiveness) assesses the effectiveness of community college organizational structures by way of survey questions regarding college policies, feedback, work, commitment, and decision making. The

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; College Transfer Students; *Community Colleges; Degrees (Academic); Education Work Relationship; *Educational Finance; *Enrollment; Governance; *Student Characteristics; *Student Educational Objectives; Tuition; *Two Year College Students; Two Year Colleges; Vocational Education
IDENTIFIERS- *California

This document is a pocket profile from the Community College League of California (CCLC), which represents 72 community college districts and 108 community colleges. The report offers information on general governance and institutional missions, enrollment figures, community college student demographics, and student educational costs. (1) the Los Angeles Community College District serves four times as many African-American and 2.7 times as many Latino students as all University of California campuses combined; (2) women made up 57% of enrollment; (3) the cost of attending a community college is $6,243/year for students who live with their parents and $11,868 for independent students; (4) approximately 1.6 million students attended CCLC community colleges in 2001, 45.3% of whom were white, 27.1% Latino, 16.5% Asian American, 8% African American, 1.1% Native American, and 2% other; (5) 44% of the students attended part-time; (6) in 1999-2000, more than 57,000 community college students transferred to a University of California or California State University institution; (7) 20,000 students are reported to have transferred to a private four-year or out-of-state college; (8) 43% of students seek occupational education and training, while 31% plan to transfer to a four-year institution; and (9) CCLC colleges awarded 64,046 associate degrees and 32,444 certificates of completion in 1998-1999. The report includes budget information on CCLC community colleges and 13 tables and graphs. (MKF)

ED 463 019 JC 020 238

Texas Public Community and Technical Colleges 2001 Statewide Factbook.
PUB DATE- 01
NOTE- 415p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; *Enrollment; Enrollment Trends; *Institutional Characteristics; *School Demography; *School Statistics; State Colleges; State Norms; *Student Characteristics; Tables (Data); Teacher Characteristics; Two Year Colleges
IDENTIFIERS- *Texas Higher Education Coordinating Board

This statewide fact book contains general statistical information about public community, technical, and state colleges in Texas. The book is divided into 11 sections: (1) annual enrollment; (2) fall enrollment; (3) first-time-in-college enrollment; (4) remediation; (5) first-time-in-college-cohort tracking analysis; (6) transfer and retention; (7) placement data; (8) contact hours/semester credit hours; (9) degrees/certificates awarded; (10) faculty and staff; and (11) financial data and service area population. Each section begins with a statewide summary and is followed by detailed institutional information presented in tables. The statistics presented show that: (1) community and technical college (CTC) enrollments during 1999-2000 were comprised of 41% academic students, 33% technical infrastructure; tips for one-to-one coaching sessions; and powerful questions for one-to-one coaching sessions. (Contains 175 references.) (MN)

ED 462 549 CE 082 927

Wonacott, Michael E.
Vocational Rehabilitation. Trends and Issues Alert.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Programs; Agency Cooperation; Annotated Bibliographies; *Articulation (Education); Career Centers; Career Development; Case Studies; Chronic Illness; Coordination; *Counseling Services; Counseling Techniques; Decision Making; Definitions; *Delivery Systems; *Disabilities; *Education Work Relationship; Educational Legislation; Educational Objectives; Educational Resources; Educational Trends; Eligibility; Entrepreneurship; Federal Legislation; Futures (of Society); Government School Relationship; Guidelines; Job Development; Linking Agents; Literature Reviews; Postsecondary Education; Program Development; Program Evaluation; Program Guides; Public Agencies; Public Policy; School Business Rehabilitation Act Amendments 1992; Rehabilitation Act Amendments 1998; Workforce Investment Act 1998
IDENTIFIERS- Rehabilitation Act Amendments 1992; Rehabilitation Act Amendments 1998; Workforce Investment Act 1998

Vocational rehabilitation (VR) agencies are required partners in the one-stop system mandated by the Workforce Investment Act of 1998 (WIA). The following features have long characterized VR: the primary goal of integrated competitive employment for persons with disabilities; state flexibility in VR systems, approaches, and structures; case management with individualized and comprehensive services; use of assistive technology; consumer choice and participation; inclusion of individuals with severe disabilities; and a comprehensive research base. Inclusion, access, and impact have been deemed the three major VR themes for the 21st century. The Rehabilitation Act of 1992 introduced provisions to increase coordination and linkages between the education and VR systems to serve individuals with disabilities who are transitioning from school to higher education or employment. The Rehabilitation Amendments of 1998, Title IV of WIA, go further by emphasizing collaboration and cooperation across the entire workforce investment system as the best approach to meaningful improvements, including increased employment, in the lives of individuals with disabilities. Well-developed, collaborative WIA partnerships will allow all partners to benefit from each other's resources and expertise while fulfilling their own vital roles. (Annotated lists of 21 print and 3 World Wide Web resources constitute approximately 80% of this document.) (MN)

ED 462 550 CE 082 928

Kerka, Sandra
Somatic/Embodied Learning and Adult Education. Trends and Issues Alert.
SPONS. AGENCY- Office of Educational Research and Improvement

and science. (YLB)

ED 462 566 CE 082 961

Case Study: Sussex Technical High School, Georgetown, Delaware.
PUB DATE- 97
NOTE- 18p.; Part of the High Schools That Work (HSTW) Initiative. For other case studies, see CE 082 956-964 and UD 034 827.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Attendance; Block Scheduling; Case Studies; Community Support; Course Selection (Students); *Educational Change; Educational Improvement; Graduation Requirements; High Schools; Instructional Leadership; *Integrated Curriculum; Program Improvement; School Community Relationship; School Guidance; School Holding Power; School Organization; Staff Development; Vocational Education; *Vocational High Schools
IDENTIFIERS- High Schools That Work

A vocational-technical center in Delaware, launched a massive restructuring effort in 1988. Educators used frameworks provided by the National Center for Research in Vocational Education and Southern Regional Educational Board and visited High Schools That Work sites. In 1991, Sussex Technical High School opened its doors as a newly designed comprehensive facility offering these innovative concepts: block scheduling, common planning time, structured programs of study, career majors, a strong and relevant academic program, and integrated curriculum. Emphasis was on blending the essential content of traditional college preparatory studies with quality vocational-technical studies. The high school adopted an intellectually challenging academic curriculum that included coursework in English, mathematics, science, social studies, foreign language, and computer technology. Students were required to earn at least six credits in a vocational-technical major. Leaders developed strategies effective in raising standards and achievement that involved school organization, curriculum integration, teacher support for high-level content, student-centered learning, extra help for student success, a comprehensive guidance system, and community support. Results indicated substantial student gains in reading, mathematics, and science; that more students were taking more rigorous courses; a 95 percent attendance rate; and a dropout rate of less than 2 percent. (YLB)

ED 462 567 CE 082 962

Case Study: Swansea High School, Swansea, S.C.
PUB DATE- 99
NOTE- 14p.; Part of the High Schools That Work (HSTW) Initiative. For other case studies, see CE 082 956-964 and UD 034 827.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Education; Academic Standards; Career Counseling; Case Studies; Change Strategies; *College Preparation; Counseling Services; Course Selection (Students); Curriculum Development; Delivery Systems; *Educational Change; Educational Counseling; *Educational Improvement; Educational Quality; Educational Strategies; Educational Technology; Guidelines; High Schools; Instructional Leadership; Integrated Curriculum; National Standards; Partnerships in Education; Program Effectiveness; School

sectors studied, with the possible exception of the tourism industry. Highly qualified and relatively young males dominated the small group of European citizens crossing borders to work. The tourism sector included a group of young people willing to take low-skilled and low-paid jobs. Current information policies and practices in the European Union (EU) was too unsystematic to release the full potential of mobility. While the role of contact points and coordinators responsible for providing information on application of directives was important, their ability to react to direct questions from users was less developed. Actual contact with the coordinators was far more difficult than expected and highlighted the importance of upgrading information, especially Web sites. Discussion was growing at the sector level on the need for common European qualification standards and certificates. There were strong signals of a waking interest in increased transparency of vocational qualifications all over Europe. (Contains 24 references.) (YLB)

ED 462 583 CE 083 002

Hidalgo, Carlos Otero; Machado, Andres Munoz; Sanchez, Altor Marcos
Vocational Education and Training in Spain. Second Edition.
PUB DATE- 01
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Articulation (Education); *Career Guidance; Developed Nations; *Educational Administration; Educational Finance; Educational Trends; Foreign Countries; *Job Training; National Programs; Postsecondary Education; Secondary Education; Staff Development; *Student Certification; *Teacher Education; Unemployment; *Vocational Education
IDENTIFIERS- *Spain

This monograph on the vocational education and training (VET) system in Spain is one of a series on VET systems in the European Union Member States. Chapter 1 provides this background information: political and administrative structures, population, Spanish economy, and employment. Chapter 2 describes the current education system. Chapter 3 covers history, the vocational training system, initial vocational training, vocational training for employed workers, and vocational training for the unemployed. Chapter 4, on the regulatory and financial framework, describes administrative arrangements and financing of education and training. Chapter 5, on qualitative aspects of vocational training, focuses on certification and qualifications, teachers and training of trainers, and vocational guidance. Chapter 6, on trends and perspectives for vocational training, discusses the national vocational training program (1998 to 2002) and the national action plan for employment (1988). Appendixes include acronyms and abbreviations; a list of legal instruments; a list of principal bodies responsible for the provision or regulation of vocational training; definitions of basic terms; and a 27-item bibliography. (YLB)

ED 462 584 CE 083 003

Borthwick, J.; Knight, B.; Bender, A.; Loveder, P.
Scope of ACE in Australia. Volume 1: Implications for Improved Data Collection and Reporting and Volume 2: Analysis of

(Thought Transfer); Competence; Definitions; Evaluation Methods; Feedback; Foreign Countries; Glossaries; Guidelines; Information Dissemination; Interpersonal Competence; Learning Activities; Nonverbal Communication; Performance Based Assessment; Postsecondary Education; Problem Solving; Questioning Techniques; Reports; *Skill Development; *Student Evaluation; Teacher Education; Technical Writing; *Trainers; *Vocational Evaluation

IDENTIFIERS- Australia (New South Wales); *National Training Framework (Australia); Negotiation Processes; Plain English; Work Based Learning

This document is designed to help develop the communication skills of individuals training for the position of workplace assessor in Australia's National Training Framework and practicing workplace assessors who require additional assistance with on-the-job communication skills. The document consists of 11 units of study that each contain some or all of the following: background information; written learning activities; role play/discussion activities; and checklists. The following are among the topics covered: (1) reading skills (skimming, scanning, reference skills); (2) informing appropriate personnel (negotiation, assertive techniques, presenting one's case in terms of others' needs, solving problems creatively, other language skills in the negotiation process); (3) assessment information sessions; (4) putting candidates at ease; (5) giving instructions; (6) questioning techniques (types of questions, questions to avoid, question scenarios, starting a question bank); (7) seeking clarification; (8) giving feedback (inviting candidates to self-assess, feedback to candidates who are competent, feedback to candidates who are not yet competent, language skills involved in giving negative information); (9) nonverbal communication (how we communicate, body language, use of space, dress/appearance, tone of voice); (10) plain English (suggestions to make writing clearer, designing a document, writing instructions); and (11) writing feedback reports and recommendations. A glossary and an answer key are included. (MN)

ED 462 600 CE 083 052

Hodgson, Ann; Spours, Ken

Earning and Learning: A Local Study of Part-Time Paid Work among 14-19 Year Olds. Report.

PUB DATE- 00

NOTE- 43p.; Project among Learning Partnership West, South Gloucestershire LEA (Local Education Authority), and Lifelong Learning Group.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Adolescents; Articulation (Education); Comparative Analysis; Curriculum Design; Definitions; *Disadvantaged Youth; *Education Work Relationship; *Educational Attitudes; *Employment Patterns; Enrollment Influences; Foreign Countries; Full Time Students; Income; Influences; Late Adolescents; *Part Time Employment; Postsecondary Education; Secondary Education; Student Characteristics; *Student Employment; Surveys; Work Attitudes; Youth Employment

IDENTIFIERS- *England

The role of part-time employment among disaffected and mainstream 14- to 16-year-olds and 16- to 19-year-olds in full-time involved in community economic development, community action agencies (CAAs) and community development corporations (CDCs) can work cooperatively with local and state economic development agencies. In addition to tax incentives, CAAs and CDCs can use funds from multiple federal agencies to support economic development efforts, including sectoral development and public-private ventures. A 1999 U.S. Department of Health and Human Services guide specifically mentions community development as an appropriate use of TANF funds. Other resources that can support local economic development include foundation and corporate intermediaries, individual development accounts, and faith-based organizations. Examples of creative resource leveraging by states, community organizations, and CDCs to develop successful work opportunities for low-income residents in conjunction with community economic development efforts can be found in Vermont, New York, Massachusetts, Wisconsin, and New Jersey. (Contains 19 resource contacts and 11 publications.) (MN)

ED 462 617   CE 083 085

Ratcliffe, Michael; Atkinson, John; Burgess, Carol; Cartner, Nadine
Developing Good Practice in New Deal in Colleges.
SPONS. AGENCY- Further Education Funding Council, Coventry (England).
PUB DATE- 01
NOTE- 75p.; Also involved in the Project was Association for College Management (ACM). FEFC is now the Learning and Skills Council.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Articulation (Education); Basic Skills; Case Studies; *College Programs; Definitions; *Delivery Systems; Education Work Relationship; Educational Improvement; *Educational Practices; Educational Quality; Employment Qualifications; Employment Services; Evaluation Methods; Flexible Progression; Foreign Countries; Guidelines; Job Skills; *Job Training; Labor Force Development; Postsecondary Education; Professional Development; Program Administration; Program Effectiveness; Program Guides; School Business Relationship; Skill Development; Staff Development; Strategic Planning; Student Centered Curriculum; Student Evaluation; Teacher Improvement; *Vocational Education; Young A
United Kingdom
IDENTIFIERS- United Kingdom

This document explains how further education colleges, employment services, and other providers can develop the delivery of full-time education and training (FTET) within the United Kingdom's New Deal programs for 18- to 24-year-olds. The document identifies principles of good practice related to the following aspects of New Deal FTET: (1) transition into FTET; (2) learner-centered delivery (individual learning plans, flexible learning programs); (3) assessment and delivery of basic and key skills; (4) monitoring and tracking (trainee monitoring and follow-up, managing early leavers); (5) links with employers and work preparation (supporting students' occupational choices, job search); (6) trainee achievement and progression; (7) strategic planning and management of training; (8) staff development; and

(6) evaluating technical skills (operations involved in learning new skills; context and transfer in skill learning); (7) evaluating performance (defining objectives for competency); (8) evaluating growth in conceptual knowledge; (9) evaluating levels of conceptual growth; (10) evaluating relational skills; (11) approaching dynamic assessment; (12) helping learners evaluate themselves; (13) integrating ongoing evaluation into the learning process (focusing learners on assessment; opening, mid-process, and follow-up evaluation activities); (14) evaluating for grades (the meaning of grades to instructors and educational institutions; alternative methods of deriving grades); and (15) evaluating one's practice (expanding self-evaluation and growth; evaluating learner satisfaction). Sixty-two sample rating scales and evaluation activities and 12 toolboxes are included. The bibliography contains 39 references. (MN)

ED 462 633 CE 083 105

Poonwassie, Deo H., Ed.; Poonwassie, Anne, Ed.
Fundamentals of Adult Education: Issues and Practices for Lifelong Learning.
PUB DATE- 01
NOTE- 311p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Access to Education; Adult Education; Adult Educators; *Adult Learning; *Adult Programs; Andragogy; Citizenship Education; Community Colleges; Continuing Education; Distance Education; Educational History; Educational Needs; Educational Opportunities; Educational Planning; *Educational Practices; *Educational Theories; Educational Trends; Empowerment; Equal Education; Foreign Countries; Indigenous Populations; International Organizations; Job Training; Labor Education; *Lifelong Learning; Needs Assessment; Nongovernmental Organizations; Postsecondary Education; Prior Learning; Professional Development; Program Development; School Community Relationship; Student Evaluation; Teacher Improvement Canada; First Nations; Professionalization; Theory Development; UNESCO
IDENTIFIERS- Canada; First Nations; Professionalization; Theory Development; UNESCO

This document contains 20 papers on the fundamentals of adult education and foundations, practices, and issues for lifelong learning. The following papers are included: "The Metamorphoses of Andragogy" (James A. Draper); "Stages in the Development of Canadian Adult Education" (Gordon Selman); "Philosophical Considerations" (Mark Selman); "Theory Building in Adult Education: Questioning Our Grasp of the Obvious" (Donovan Plumb, Michael R. Welton); "Perspectives and Theories of Adult Learning" (Karen M. Magro); "Needs Assessment" (Thomas J. Sork); "Program Planning in Adult Education" (Atlanta Sloane-Seale); "University Continuing Education: Traditions and Transitions" (Anne Percival); "Facilitating Adult Education: A Practitioner's Perspective" (Anne Poonwassie); "Prior Learning Assessment: Looking Back, Looking Forward" (Angelina T. Wong); "Adult Education in the Community Colleges" (Anthony Bos); "A UNESCO United Nations Educational, Scientific, and Cultural Organization View of Adult Education and Civil Society" (Marshall Wm. Conley, Elisabeth Barot); "The Issue of Access in Adult Education: Privilege and Possibility") (Dianne L. Conrad); "Labour Education in Canada" (Bruce Spencer); "Technical-Vocational Education and Training" (David N.

"Preventing Aggression and Violence" (George G. Bear, Carolyn Webster-Stratton, Michael J. Furlong, and Sabrina Rhee); (2) "Promoting Social and Emotional Competence in Children" (Joseph E. Zins, Maurice J. Elias, Mark T. Greenberg, and Roger P. Weissberg); (3) "Promoting School Readiness" (Janet E. Panter and Bruce A. Bracken); (4) "Promoting Achievement Motivation" (Anastasia S. Morrone and Paul A. Schutz); (5) "Preventing Academic Failure" (Nancy Waldron and James McLeskey); (6) "Promoting Successful School Completion" (Sandra L. Christenson, Mary F. Sinclair, Camilla A. Lehr, and Christine M. Hurley); (7) "Preventing Substance Use and Abuse" (Gilbert J. Botvin and Kenneth W. Griffin); (8) "Preventing Early Sexual Behavior: Sociopolitical Issues and the Design of Empirically Supportable School Based Interventions" (Adena B. Meyers and Steven Landau); (9) "Promoting Physical Health" (Ruth Saunders and Russell Pate); and (10) "Preventing School Problems and Promoting School Success through Family-School-Community Collaboration" (Kathleen M. Minke). (Contains 2 figures, 38 tables, and over 800 references.) (JDM)

ED 462 654   CG 031 596

Fagan, Thomas K.; Wise, Paula Sachs
School Psychology: Past, Present, and Future. Second Edition.
PUB DATE- 00
NOTE- 539p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Counselor Evaluation; Counselor Role; *Counselor Training; Elementary Secondary Education; *Global Approach; Higher Education; History; *Psychological Services; Public Education; Role; *School Psychologists; *School Psychology; Theory Practice Relationship
IDENTIFIERS- Canada

This revised and updated book offers topics and issues relevant to the history, current status, and future of the profession of school psychology. Chapter 1 is organized around 14 basic questions often asked by beginning and prospective school psychologists. The intent is to provide critical information immediately that will be more fully treated throughout the book. Chapter 2 presents an overview of the history of school psychology. It relates the development of psychological services to schools in the context of the development of psychology and education and the changing treatment and status of children in America. Chapter 3 examines the unique opportunities and challenges available to those who choose to practice psychology within the educational context. Chapter 4 examines the various roles and functions of school psychologists, including a discussion of which of the roles are most common and most appropriate. Chapter 5 focuses on the topics of professional evaluation and accountability. Chapter 6 considers such topics as the training of school psychologists, professional standards, issues of accreditation, and the need for continuing professional development. Chapter 7 focuses on the symbols and definitions of the profession. It addresses the notions of regulation and control of the profession of school psychology through accreditation, credentialing, and practice regulations. Chapter 8 presents information about field experiences in school psychology including practicum placements and internship settings, as well as post-internship employment

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; *Holistic Approach; Instructional Effectiveness; Phonics; *Reading Instruction; *Reading Programs; Teacher Role
IDENTIFIERS- Big Books; Reading to Learn Model

Learning content and ideas while learning to read should be integrated, not separate, elements. Individualized reading emphasizes that students engage in holistic reading instruction. First, a student selects a library book from among several genres. After completing the reading of the book, the student has a conference with the classroom teacher. Critical and creative thinking, as well as problem solving, may be used in the conference. Holism emphasizes that the contents of the entire library book are read and then discussed. In addition to individualized reading, the big book procedure (especially suitable for young children) may be used. A third procedure in holism instruction involves a language experience approach. For each of these three procedures, the teacher may bring in phonics as desired at the end of the reading activity, such as in a game that is being played. There are two other methods of using the whole word method in reading instruction: sustained silent reading, and taking home books from the library to read. Basal readers have their values in helping students become proficient and knowledgeable readers. The basal reader is a neutral device, neither good nor bad, but its effective use, as with all textbooks which are developmentally appropriate, depends upon the teacher's skill in assisting students to enjoy reading and learn content as background information. With a skillful teacher, it is possible to provide enjoyable, holistic experiences to students in reading instruction. (NKA)

ED 462 676 CS 014 597

Wilson, Lorraine
Reading To Live: How To Teach Reading for Today's World.
PUB DATE- 02
NOTE- 207p.; Foreword by P. David Pearson.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Holistic Approach; Primary Education; *Reading Instruction; *Reading Programs; Reading Writing Relationship
IDENTIFIERS- Critical Literacy; Meaningful Instruction

This book makes the case for preserving integrated, holistic reading programs, debunking the belief in one-size-fits-all instruction and taking readers inside classrooms to demonstrate progressive, meaning-centered teaching. The book offers easy-to-use strategies that build upon the life experiences and language that children bring with them to school. Most important, it expands upon the reading practices of Luke and Freebody's Four Resources Model--code breaker, text participant, text user, and text analyst--and details many techniques for developing these practices through holistic integrated learning. In preparation for today's world, children need more from their reading programs than just learning how to break the code. They need to engage with all reading practices, especially critical literacy. With tips on physically arranging classrooms, techniques for effectively grouping children, as more, intellectual commuters. This paper discusses this phenomenon as it is manifested in two-year and four-year colleges. According to the paper, given this trend, it has become important for teachers in higher education to begin exploring what happens when a college career, traditionally conceived as a time and space of intellectual immersion, and traditionally lived out within a particular kind of (situating) geography, is defined by a state of constant movement away from campus. The paper poses the following question: What happens to writing pedagogy, and the practices of learning to write, in the absence of traditional university pedagogy, or in the presence of unsituated academic space? It states that in composition studies, educators need to recognize the spatial complexities that define students' lives, but not in order to vanquish those complexities, to wish them away, but to include them in the understanding of how to write. The paper offers several writing assignments which invite students to see themselves, their own bodies, as the intersection between academia and non-academic life. It states that academic third space prompts educators to see students' non-academic lives as generative, not as something to work against--or even something to objectify and exploit--but as a realm of potential action and discourse. (Contains 9 endnotes and a 10-item selected bibliography.) (NKA)

ED 462 696 CS 510 676

Shannon, Patrick, Ed.
Becoming Political, Too: New Readings and Writings on the Politics of Literacy Education.
PUB DATE- 01
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Diversity (Student); *Educational Change; *Educational Policy; Elementary Secondary Education; *Language Arts; *Literacy; *Political Issues; Public Schools
IDENTIFIERS- Critical Pedagogy; Literacy as a Social Process; *Political Action

This collection of 20 essays on topics vital to literacy education, a follow-up to "Becoming Political," aims to be essential reading for anyone wishing to understand the past, present, and likely future of literacy education. The essays provide equal parts of theory, strategy, and hope for all who are interested in supporting literacies that liberate, not limit. Following an introduction entitled, "Why Become Political?" essays in the collection are: (1) "What Is Literacy?" (James Paul Gee); (2) "Turn, Turn, Turn: Language Education, Politics, and Freedom at the Turn of Three Centuries" (Patrick Shannon); (3) "Multiple Literacies and Critical Pedagogy in a Multicultural Society" (Douglas Kellner); (4) "Genre and the Changing Contexts for English Language Arts" (Gunther Kress); (5) "Street Scripts: African American Youth Writing about Crime and Violence" (Jabari Mahiri); (6) "And I Want To Thank You Barbie: Barbie as a Site for Cultural Interrogation" (Claudia Mitchell and Jacqueline Reid-Walsh); (7) "The Artist as Public Intellectual" (Carol Becker); (8) "'What's My Name?': A Politics of Literacy in the Latter Half of the 20th Century in America" (Patrick Shannon); (9) "Empowerment as a Pedagogy of Possibility" (Roger I. Simon); (10) "Putting Language Back into Language Arts: When the Radical Middle Meets the Third Space" (Kris Gutierrez, Patricia Baquedano-Lopez, and Myrna Gwen Turner); (11) "Every

Faculty Development; *Publications; *Scholarly Writing; *Thinking Skills; *Writing for Publication; Writing Improvement; Writing Skills
IDENTIFIERS- *Authorship; Professional Writing; *Writing Thinking Relationship

Having work published is an important part of a teacher's professional development, but many educators may be uncertain about how to write for publication. This "how-to" guide for teachers aims to make it easy by adopting a reader-friendly tone and a can-do attitude. The guide explains the role of thinking in writing for publication and offers ideas for assessing and improving thinking. It explains how to organize a writing life and form a writing habit and discusses potential writing outlets for teachers. The guide concludes by focusing on one type of professional publication--a book review--and explains why and how to submit a review for publication. Practice assignments interspersed throughout the guide's chapters are intended to activate thinking and improve writing skills. The guide takes teachers through the cognitive processes of writing and shows them that they, too, have the expertise to write for publication. An appendix includes sample charts for analyzing and keeping track of thinking skills, guidelines for writing a book review, and sample letters for submitting a book review. (Contains 82 references.) (NKA)

ED 462 716 CS 510 802

Guzzetti, Barbara J.; Young, Josephine Peyton; Gritsavage, Margaret M.; Fyfe, Laurie M.; Hardenbrook, Marie
Reading, Writing, and Talking Gender in Literacy Learning. Literacy Studies Series.
PUB DATE- 02
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Research; Elementary Secondary Education; Feminism; Gender Issues; *Language Arts; *Literacy; Literature Reviews; Qualitative Research; *Sex Bias; *Sex Differences
IDENTIFIERS- Observational Studies; *Research Synthesis

Although much United States national media attention and research surveys have publicized the many ways in which gender bias and inequities continue to flourish in education, the research on gender and literacy has not been systematically analyzed or reviewed. This book provides a synthesis of the research studies on gender and literacy for several important reasons: (1) to raise awareness of gender issues in learning and practicing literacy; (2) to call attention to successful interventions and recommendations useful to teachers and teacher educators; and (3) to find direction for future inquiries by examining the unanswered questions of the existing research. In the book, the review is confined to the observational or qualitative studies on gender and literacy, particularly those with a feminist perspective. The book identifies the silences as well as the findings of these studies. To assist educators and researchers in locating particular studies of interest to them, studies in the book are organized by genre: gender and discussion, reading, writing, electronic text, and literacy autobiography. The book offers hope to those who believe that through interventions made in the classroom regarding gender and literacies, a difference can be made in extending democracy and social justice to all.

resource diversification and expansion are not balanced with quality. (Contains 25 references.) (RT)

ED 462 737 EA 031 549

Corallo, Christopher; McDonald, Deborah
What Works with Low-Performing Schools: A Review of Research Literature on Low-Performing Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Cooperation; Curriculum Development; *Educational Improvement; Elementary Secondary Education; Evaluation; Leadership; Literature Reviews; Planning; Poverty; School Culture; *School Effectiveness
IDENTIFIERS- *Low Performing Schools; Reform Efforts

This report explores the literature on developing and sustaining high-performing schools. First, common characteristics of low-performing schools are described, such as the combination of community poverty, low expectations for student achievement, high teacher absenteeism, and high rates of teacher turnover. Schools that succeed despite poverty show a strong focus on the instructional program, a strong planning process focused on improving student achievement, and a culture of collaboration among teaching staff and administration. Some short-term strategies for moving schools forward quickly include aligning written and taught curricula with standards, aligning local and classroom assessment with curriculum, monitoring student progress, and analyzing student achievement data to identify critical needs. Improvement can be sustained by determining the readiness of the faculty and community to change practices, and developing a common vision, mission, values, and core beliefs for student achievement. External facilitation can assist school personnel in assessing needs and developing strategic improvement plans. Federal funds can be targeted to help low-performing schools improve student achievement. To ensure strong school leadership, school districts must provide professional development opportunities for school leaders and establish a culture that encourages distributing leadership functions to members of the school and community. (Contains 53 references.) (RT)

ED 462 738 EA 031 550

Cartisano, Judith A.
A Guide to Work Rules in the New York City Public Schools.
PUB DATE- 93
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingual Education; *Collective Bargaining; Contracts; Elementary Secondary Education; English (Second Language); Paraprofessional School Personnel; Parent Associations; *Public Schools; School Maintenance; School Responsibility; Special Education; Tenure; *Unions; *Work Environment

in December 1998 to address this concern. Seminar topics in this book cover challenges to educational reform, including the introduction of school-based management, which, in turn, engenders changes in the role of central authorities; evaluation of teachers and especially of schools as individual units; and school equity. After the summary, five seminar papers include: "School Autonomy through School-Based Management: The Case of Sri Lanka" (Wilfred J. Perera); "School Autonomy and Efficiency: Some Critical Issues and Lessons" (R. Govinda); "Supervision and Support Services in Five Asian Countries: A Comparative Analysis" (A. De Grauwe); "School Efficiency and Student and School Evaluation in Victoria" (B. Griffiths); and "Evaluation of Primary and Secondary Schools in Korea" (HyunSook Yu). Five annexes contain details about the Improving School Efficiency seminar: opening speech by Professor Wiswa Warnapala, opening statement by G. Carron, seminar program, list of participants, and a list of abbreviations. (Contains 48 references.) (RT)

ED 462 759   EA 031 624

Kitaev, Igor
Private Education in Sub-Saharan Africa: A Re-Examination of Theories and Concepts Related to Its Development and Finance. Mechanisms and Strategies of Educational Finance.
PUB DATE- 99
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Development; *Educational Finance; Elementary Secondary Education; Foreign Countries; *Private Education; Public Education
IDENTIFIERS- *Africa (Sub Sahara)

Opinions and policies on the development of private education in Sub-Saharan Africa are changing. This book attempts to review existing literature, theories, and concepts related to recent trends in the development and financing of private education in Sub-Saharan countries. Eleven chapters address the following topics: (1) introduction; (2) a retrospective on private education development and financing in Sub-Saharan Africa; (3) looking into the definition of private education; (4) different types of private education in Sub-Saharan Africa; (5) share of private education in total enrollment; (6) private education as an alternative to the provision of public education; (7) private education as a competitor for private and public funds for education; (8) comparative cost-efficiency and cost-effectiveness; (9) school choice and parents' attitudes; (10) from theories to present African realities; and (11) the public policy toward private education in Africa. Implications for education-policy research in Sub-Saharan Africa are described. Eight appendices contain an index to Sub-Saharan countries mentioned in the text, selected African countries' examples on private-education development and financing, statistics on private enrollment as percentage of total enrollment, suggested typology of private schools, comparative analysis of advantages and disadvantages of private education as compared to public education, private consumption in Sub-Saharan Africa, relative price of private consumption of education in selected African countries in 1993, and factors determining the volume of tuition fees in profit-making schools. (Contains 127 references.) (RT)

ED 462 760   EA 031 625

program of studies in early childhood special education for distance delivery; (4) coordinate delivery of the distance education certification program through a multi-university consortium; and (5) provide on-site facilitators to aide in course delivery and supervision. The program was multidisciplinary, requiring that students complete coursework in family and human development, special education, psychology and communicative disorders (language development). It included coursework in assistive and instructional technology, and a seminar co-taught by a parent of a child with a disability with a practicum conducted in the home of host families of children with disabilities. As a multi-university effort, the project combined the resources of Utah's two institutions of higher education that offer the birth to 5 special education teaching certificate (Utah State University and University of Utah), and utilized the distance education facilities of both institutions. The project exceeded its recruitment goal and was able to deliver the program to virtually all areas of the state. While students progressed toward completion of certification requirements at a slower rate than anticipated, 27 had completed them at the time this report was written and 36 more were actively pursuing them. The State Office of Education continued to support the program after the period of federal funding. This report includes summaries of students' course evaluations, lists of articles published and presentations made by project staff, and an evaluation summary of the project. (Author/SG)

ED 462 778   EC 308 840

Right from the Start: Partners in Education. Project Manual. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Community Involvement; Coordination; *Disabilities; *Interdisciplinary Approach; Nurses; *Partnerships in Education; *Preservice Teacher Education; Professional Development; Program Development; Social Workers; Special Education; *Special Education Teachers; Special Needs Students
IDENTIFIERS- Kansas

This manual describes Right From the Start: Partners in Education (RF3), a federally funded project that was designed to train pre-professionals in the fields of special education, nursing, and social work to work in interdisciplinary teams that provide services to students with special needs. Participating schools, community sites, and institutions of education formed partnerships to carry out four objectives: (1) provide improved services to children with special needs and their families; (2) train special educators, nurses and social workers in teams by allowing them an early opportunity to be directly involved in service delivery; (3) provide professional development for practicing teachers and college faculty; and (4) improve community and interagency involvement to support children with special needs and their families. The project used an interdisciplinary approach to training. College faculty were involved in direct services to families and children and took a leadership role in the community to serve as catalysts for

Programs, inclusion, interagency collaboration, legislation, service coordination, specific populations, state planning and resource development, teams, and transitions. The instructional process section describes resources to enrich the design of quality personnel preparation efforts including family participation materials, and personnel preparation and development materials. Each section includes primary and supplemental resources and includes information on the content of the materials, date, medium, and cost. Appendices include a list of sources for the materials, an author index, and a title index. (SG)

ED 462 794 EC 308 863

Morris, Sandra L.
TIME (Training in a Manila Envelope): A Child Care Plus Outreach Project To Expand Care and Education Options for Young Children with Disabilities. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Caregivers; *Disabilities; Early Childhood Education; *Early Intervention; Higher Education; Inclusive Schools; Infants; *Inservice Teacher Education; Models; Outreach Programs; Professional Development; *Programmed Instruction; *Rural Education; Toddlers; Young Children
IDENTIFIERS- Alaska; California; Idaho; Massachusetts; Montana; New Mexico; Oregon; Pennsylvania; Utah

This final report summarizes the activities of TIME (Training in a Manila Envelope), a federally funded project designed to replicate the Child Care plus model of inservice training by providing: (1) a course on inclusion directly for child care providers and other early childhood professionals in rural areas across the nation; and (2) training for learning facilitators to replicate the model in local areas. With consideration for the unique qualities of each child, each early childhood setting, and each individual provider, TIME used lifelong learning practices matched with accessible methods to help child care providers in rural areas who may have specific needs and limited resources. A total of 524 providers successfully completed the self-study course provided directly through grant activities, demonstrating positive changes in knowledge, skills, and practice. One hundred forty of these providers participated in skill-based training provided directly by project staff by enrolling in a comprehensive, self-study, university course on the basic practices and skills which promote inclusion of young children with disabilities in early childhood settings. The other 384 providers participated in self-study courses facilitated by 24 learning facilitators replicating the model in local areas in nine states (Alaska, California, Idaho, Massachusetts, Montana, New Mexico, Oregon, Pennsylvania, and Utah). This report includes a description of the course content, an annotated list of products developed by the project, examples of the project's impact, a list of future activities, and a discussion of lessons learned. (SG)

ED 462 795 EC 308 864

NOTE- 43p.; Revised by Debra Carlson.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Disability Identification; Due Process; Educational Legislation; Elementary Secondary Education; *Eligibility; *Federal Legislation; *Individualized Education Programs; Infants; *Parent Rights; Parent School Relationship; Preschool Education; Referral; *Special Education; Student Rights
IDENTIFIERS- *Individuals with Disabilities Education Act; Minnesota

This booklet for Minnesota parents of children with disabilities provides an overview of special education services. Information is provided on: (1) the purpose of special education; (2) disabilities that are covered under the Individuals with Disabilities Education Act; (3) eligibility age; (4) types of special education and related services; (5) referral; (6) transition evaluation; (7) functional behavioral assessment; (8) independent evaluations; (9) the role parents play in the evaluation process; (10) membership on the Individualized Education Program (IEP) team; (11) factors that must be considered in developing an IEP; (12) requirements of the IEP; (13) placement options for special education services; (14) how parents can contribute to IEP planning meetings; (15) IEP evaluation; (16) procedural safeguards; (17) conciliation conferences; (18) mediation; (19) due process hearing; and (20) state complaint procedures. Answers to commonly asked questions about student and parent rights, child advocacy, and parent-teacher communication are provided. A list of disability-related organizations is provided, along with key Web sites. (CR)

ED 462 813 EC 308 947

Stewart, John
Beyond Time Out: A Practical Guide to Understanding and Serving Students with Behavioral Impairments in the Public Schools. Second Edition.
PUB DATE- 02
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Anger; Antisocial Behavior; Anxiety; *Behavior Disorders; *Behavior Modification; Behavior Problems; *Classroom Techniques; *Drug Therapy; Educational Diagnosis; Elementary Secondary Education; *Intervention; Psychological Needs; *Public Schools; Symptoms (Individual Disorders)
IDENTIFIERS- Functional Behavioral Assessment

This text is designed, through the use of a developmental framework, to support effective work with students with behavior disorders and students who have behavior disorders and additional disabilities. Presentation of developmental theory, case studies and illustrations explain many puzzling aspects of problem behavior and outline appropriate school-based interventions for these behaviors. Specific chapters address:

"Postgraduate Writing: Using Intersecting Genres in a Collaborative, Content-Based Program" (Margaret Cargill; Kate Cadmann, Ursula McGowan); "Language and Public Life: Teaching Multiliteracies in ESL" (Judy Hinter, Brian Morgan); "A Task-Based Composition Course for Resident L2 Writers" (Jessica Williams); "Academic Writing for University Examinations" (Sara Cushing Weigle, Gayle Nelson); "'This Course Is Giving Me Cephalalgia...'" Linking ESL Writing and the Greek and Latin Roots of English" (Trudy Smoke, Tamara M. Green, Elizabeth Isenstead); and "Relinquishing Teacher Control: Learners as Generators of Course Content" (David Hall). An index is included. (Contains 171 references.) (KFT)

ED 462 833 FL 026 939

Musthafa, Bachrudin
Communicative Language Teaching in Indonesia: Issues of Theoretical Assumptions and Challenges in the Classroom Practice.
PUB DATE- 01
NOTE- 10p.; Published in "Journal of Southeast Asian Education," Volume 2, Number 2.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communicative Competence (Languages); *English (Second Language); Foreign Countries; Grammar; Language Planning; National Programs; Pronunciation; Second Language Instruction; Second Language Learning; Standard Spoken Usage; Syntax; *Teaching Methods
IDENTIFIERS- *Indonesia

The Indonesian Ministry of National Education has, for the past two decades, been trying to reform English instruction at junior and senior high schools across the country. This paper describes the issues surrounding the reform initiative and the response the system has made to address the issues. It is asserted that the same problems that have faced English-as-a-Second-Language (ESL) teachers in the past face them today--the difficulty in preparing students to use the English language for real-life purposes after a course of study. It is argued that the communicative approach has failed to help students become any more competent in the use of the English language for real-life purposes. Government policy has not markedly improved the situation. This paper addresses these issues and elaborates on the implications of these issues. It discusses the Indonesian government's 1994 English Curriculum and makes suggestions as to how to achieve the goals of the new curriculum. It is argued that too much emphasis is placed on the learning of grammar and syntax, and not enough time and effort is spent on actually learning to speak English as it is spoken in countries where it is the first language. Possible ways to improve this situation are examined. (Contains 15 references.) (KFT)

ED 462 834 FL 027 170

Laufer, Batia; Hill, Monica
What Lexical Information Do L2 Learners Select in a CALL Dictionary and How Does It Affect Word Retention?
PUB DATE- 00
NOTE- 23p.; Funding provided by the Simon K. Y. Lee Fund for Language Research. In: "Language Learning & Technology," v3 n2 (January 2000): 58-76.

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; *Asian Americans; Cultural Influences; *Cultural Pluralism; Discussion (Teaching Technique); Elementary Secondary Education; Ethics; *Ethnicity; Foreign Countries; Higher Education; Immigrants; Korean; Language Usage; *Linguistics; Literature; Uncommonly Taught Languages
IDENTIFIERS- Complaints; Hedges (Linguistics); South Africa; University of Pennsylvania

This volume contains the following articles: "Educational Linguistics as a Field: A View from Penn's Program on the Occasion of Its 25th Anniversary" (Nancy Hornberger); "Constructing a Multicultural National Identity: South African Classrooms as Sites of Struggle between Competing Discourses" (Keith Chick); "Ventriloquating Shakespeare: Ethical Positioning in Classroom Literature Discussions" (Stanton Wortham); "Culture, Identity, and Asian American Teens: A School District Conference Panel Discussion" (Angela Reyes); "Avoiding FOBs: An Account of a Journey" (Mihyon Jeon); and "'That's Too Bad': Hedges and Indirect Complaints in 'Troubles-Talk' Narrative" (Mark Ouellette). (Each paper contains references.) (SM)

ED 462 854 FL 027 193

Hornberger, Nancy H.
Educational Linguistics as a Field: A View from Penn's Program on the Occasion of Its 25th Anniversary.
PUB DATE- 01
NOTE- 30p.; In: Working Papers in Educational Linguistics, 2001; see FL 027 192. Revised version of "Educational Linguistics as a Field: A View from Penn's Program as It Approaches Its 25th Anniversary" in R. L. Cooper, E. Shohamy, and J. Walters (Eds.) "New Perspectives and Issues in Educational Language Policy: A Festschrift for Bernard Dov Spolsky" (see ED 457 697).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Journal Articles (080)
DESCRIPTORS- *Applied Linguistics; Educational Research; Higher Education; Public Policy; Second Language Instruction; Second Language Learning
IDENTIFIERS- University of Pennsylvania

Educational linguistics at the University of Pennsylvania's (Penn) Graduate School of Education traces its beginnings to 1976 and the deanship of Dell Hymes. This paper takes up various aspects of the practice of educational linguistics at Penn, discussing them in relation to issues that have been raised in the literature about the definition, nature, and scope of the field. Three emphases which have characterized Penn's educational linguistics are considered: the integration of linguistics and education (the relevance of linguistics for education and the reverse); the close relationship among research, theory, policy, and practice (a problem-oriented discipline); and the focus on language learning and teaching (scope with depth). The paper concludes with a consideration of educational linguistics as a discipline among other disciplines. (Contains 121 references.) (SM)

ED 462 855 FL 027 194

Chick, Keith
Constructing a Multicultural National Identity: South African

DESCRIPTORS- College Programs; *Distance Education; Higher
Education; *Information Technology; *On Campus Students;
*Satisfaction; Student Surveys
IDENTIFIERS- *Nova Southeastern University FL

This study provided a comparison between on-campus students in the James M. Farquhar Center for Undergraduate Studies at Nova Southeastern University and their off-campus counterparts, with focus directed to a variety of survey statements associated with the University's compliance with accreditation criteria. On-campus respondents (n=98) and off-campus respondents (n=188; residence of 1 student was not identified) were at near parity in regard to overall levels of satisfaction with academic program and student services. Certainly, off-campus respondents did not indicate any significant disadvantage to residence away from campus. Prior assumptions that the Center needs to continue to expand resources and training activities to improve access to the University's technology-based information resource network were confirmed. Although off-campus students did not express the same level of satisfaction with the University's information infrastructure as their on-campus counterparts, both groups generally expressed satisfaction. It is anticipated that the University's current expenditures for technology and technology-related training will result in greater use and satisfaction with this evolving resource. The survey is attached. (Contains 7 tables and 17 references.) (SLD)

ED 462 877 HE 034 697

MacFarland, Thomas W.
Faculty and Administrators at Nova Southeastern University Respond to an Office of Grants and Contracts Customer Satisfaction Survey.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Contracts; Departments; Educational Finance;
*Financial Support; Grants; Higher Education; Motivation;
*Services
IDENTIFIERS- *Customer Satisfaction

In 1996, a survey was conducted of customer satisfaction with the Office of Grants and Contracts of Nova Southeastern University, Florida. The Office had a core constituency of 112 faculty and administrators who regularly received services related to external funding; however, to be as inclusive as possible and to broaden communication with the entire university, the survey was sent to a total of 530 faculty and administrators. Surveys were returned by only 76 respondents, most of whom represented the core constituency of the Office of Grants and Contracts. Responses were useful in determining motivations for involvement in the grants process and the types of services faculty and administrators expect. Approximately 40% of respondents indicated that they seek external funding to complete a particular project or to gain recognition for the department, center, or institution. Respondents also offered very favorable ratings of the many services the Office provides. The survey is attached as an appendix. (Contains 9 tables and 10 references.) (SLD)

ED 462 878 HE 034 698

Seymour, Nicole

Public Policy Agenda, 2002.
PUB DATE- 02
NOTE- 43p.; For the 2001 report, see ED 456 698.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Agenda Setting; *Educational Policy; Federal Legislation; *Higher Education; *Public Policy; State Legislation
IDENTIFIERS- *American Association of State Colleges and Univs

This document articulates the guiding principles of the American Association of State Colleges and Universities (AASCU) for the creation, adoption, and implementation of higher education policy. The policy positions of the AASCU are founded on a commitment to supporting and advancing the best interests of students. Among the ideals on which the AASCU public policy agenda is based is the belief that higher education is a common good, the burden of which should be borne in an equitable manner by all beneficiaries. Policies are outlined for: (1) student financial aid; (2) national security and internationalization; (3) tax policy; (4) science and research; (5) teacher preparation, development, and support; (6) access and inclusion; (7) economic and workforce development; and (8) governance. (SLD)

ED 462 899 HE 034 775

Hudson, Lisa; Hurst, David
The Persistence of Employees Who Pursue Postsecondary Study. Stats in Brief.
PUB DATE- 02
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; *Academic Persistence; *College Students; Dropouts; Educational Attainment; *Higher Education; Longitudinal Studies; National Surveys; Part Time Employment; Part Time Students; *Student Employment; Student Responsibility; *Time Factors (Learning)
IDENTIFIERS- Beginning Postsecondary Students Long Study

This report uses data from the base year and first follow-up to the 1995-1996 Beginning Postsecondary Students Longitudinal Study to answer questions about college student employment and the persistence of employed students in higher education. Findings from the study show that among those who expect to earn a certificate from their first postsecondary institution, students who define themselves as employees who study seem to do as well as their peers at persisting in and completing their postsecondary programs. But employees who study seem to have a more difficult time than other working students in persisting when their expectations are to earn an associate's degree, and have a more difficult time than all other students when their expectations are to earn a bachelor's degree or higher level degree. One reason is the time constraints of employees who study. In addition, since the primary role of these individuals is as an employee, they are more likely to forgo schooling when time becomes an issue. Employees who study are also more likely to have personal backgrounds that are related to lower postsecondary completion. (SLD)

ED 462 900 HE 034 776

PUB DATE- 02
NOTE- 116p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Automation; *Distance Education; Educational Administration; Educational Change; Educational Environment; *Futures (of Society); *Higher Education; *Information Technology; Instructional Design; Intellectual Property; Internet; Scholarship; Technological Advancement
IDENTIFIERS- *Digital Technology; *Technology Role

Digital technologies have brought about sweeping changes in the life of the university--changes that will have momentous effects in the decades to come. This first book-length analysis of the meaning of the Internet for the future of higher education cuts through claims that these developments will bring benefits for all. This analysis shows how university teachers are losing control over what they teach, how they teach, and for what purpose. It shows how erosion of their intellectual property rights makes academic employment ever less secure. The academic workforce will be reconfigured as administrators claim ownership of the course-designs and teaching materials developed by faculty, and try to lower labor costs in the marketing and delivery of courses. Rather than providing new opportunities for students, the online university represents new opportunities for investors to profit while shifting the burden of paying for education from the public purse to the individual consumer. This book locates recent developments within a longer-term historical perspective, drawing out parallels between Internet education and the correspondence course movement of the early decades of the twentieth century. It traces the process through the current moves to make the U.S. Department of Defense a major consumer of Internet education, capable of reshaping major components of university life to meet its needs. An Afterword discusses likely developments in the aftermath of the September 11 attack on the World Trade Center. One article, "Business Goes Back to College," is appended. (Includes an index.) (AEF)

ED 462 922 IR 021 077

Hayes, Debra; Schuck, Sandy; Segal, Gilda; Dwyer, Joanne; McEwen, Celina
Net Gain? The Integration of Computer-Based Learning in Six NSW Government Schools, 2000.
SPONS. AGENCY- New South Wales Dept. of Education and Training, Sydney (Australia).
PUB DATE- 01
NOTE- 114p.; Revised December 2001. Prepared by the Change and Education Research Group (CERG) at the University of Technology at Sydney and Commissioned by the Curriculum Support directorate of the NSW Department of Education and Training.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Research; *Computer Uses in Education; *Curriculum Development; *Educational Technology; Elementary Secondary Education; Foreign Countries; *Instructional Development; Interviews; Qualitative Research; Teaching Methods
IDENTIFIERS- Australia (New South Wales); *Technology Utilization

This study examined the impact on learning of the integration of computer-based technology (CBT). The study focused on six New South Wales (Australia) government schools that were at this made a difference in the standardized testing scores of Internet students. An overview is provided of current learning theories, including the four stages of learning (exposure, guided learning, independent, mastery) and learning styles. Accepted online curriculum design is described, including: (1) course format; (2) four elements of online learning (instructor/teacher, student, curriculum, and infrastructure/technology); (3) characteristics of technology; (4) strengths and weaknesses of online learning; (5) learning activities that different learners respond well or poorly to; (6) adapting curriculum to learning styles; (7) constructivist learning environment, applying the constructivist model to the online classroom; (8) applying Kolb's experiential learning model to the online classroom; (9) considerations in instructional planning; (10) considerations in the construction of the learning environment; (11) considerations in selection of teaching methods; (12) and considerations in evaluation administration. Components of the ideal online course are summarized. Statistics on standardized test scores of online high school students are appended. (MES)

ED 462 941 IR 021 099

Proctor, Romina M. J.
Enhancing Elementary Students' Creative Problem Solving through Project-Based Education.
PUB DATE- 01
NOTE- 11p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Cooperative Learning; Creative Activities; *Creativity; Educational Technology; Elementary Education; Foreign Countries; *Integrated Activities; Longitudinal Studies; Pretests Posttests; *Problem Solving; Student Projects; *Technology Integration
IDENTIFIERS- Australia; Collaborative Learning; Technology Utilization

This paper reports on one dimension of a longitudinal study that researched the impact on student creativity of a unique intervention program for elementary (year 6 and year 7) students. The intervention was based on the Australian National Profile and Statement for the curriculum area of Technology. The intervention program comprised project-based, collaborative, and thematically-integrated curriculum units of work that incorporated all eight Australian Key Learning Areas (KLAs). A pre-test/post-test control group design investigation was undertaken with 520 students from seven schools and 24 class groups that were randomly divided into three treatment groups. One group (10 classes) formed the control group. Another seven classes received the year-long intervention program, while the remaining seven classes received the intervention, but with the added seamless integration of information and communication technologies (ICTs). The effect of the intervention on the personal dimension of student creativity was assessed using the Creativity Checklist, an instrument that was developed during the study. The results suggest that the purposeful integration of computer technology with the intervention program positively affects the personal creativity characteristics of students. (Contains 30 references.) (Author/MES)

PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Computer Mediated Communication; Discussion (Teaching Technique); Educational Technology; Group Discussion; Higher Education; Interaction; Online Systems; *World Wide Web
IDENTIFIERS- Web Sites

This case study describes the use of World Wide Web discussion pages and examines the evaluation of online communication protocols in one graduate class. The study begins by describing the theories and grounding literature that guided the development of the online discussion site. The study also describes the process used to develop the online discussion site as well as the graduate class that would use the site. Next, the study describes the protocol layers needed to effectively use the site, including the technical process of using the site and the communication protocols developed by the instructor. The study then describes modifications made to these protocols based on student feedback to the instructor. Finally, the study describes the protocols that evolved from this process. These protocols included use of a content scaffold, establishment of a conversational objective, establishment of a conversational leader and development of a very specific conversation schedule. The study concludes with a discussion of future research. (Contains 19 references.) (Author/AEF)

ED 462 962 IR 021 122

Rivera, Esther Bonafoux
Technology Curriculum in My Classroom.
PUB DATE- 02
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Uses in Education; Educational Media; Instructional Design; *Language Arts; Literacy; Nonprint Media; *Reading Instruction; Teaching Methods; *Video Equipment; *Visual Aids

This paper presents the author's experiences in attempting to adapt to and include the use of technology while teaching reading and language arts skills to students of limited English proficiency and low socio-economic levels. The author used videos for instruction, and prepared traditional lesson plans in language arts and reading. The lessons consisted of previewing questions, soliciting and reviewing vocabulary, grammar skills development, identification and discussion of characters, plot, and possible and alternate endings. Vocabulary, story retelling, and summary charts were prepared with the students, and reviewed on the following day. The students' progress was closely monitored. Because the students had limited literacy ability at the time, the visual images listening features of the videos allowed the students to concentrate on the stories, without the anxiety caused by the inability to decode written material. They participated more in the language and grammar skills development part of the lesson because they were surer of the accuracy of their answers. This paper discusses obstacles, equipment used, outcomes and benefits. The paper concludes with a brief description of some

EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Standards; Access to Computers; *Computer Uses in Education; Curriculum Design; *Distance Education; Educational Development; Educational Media; Educational Policy; *Educational Technology; Elementary Secondary Education; Higher Education; Instructional Development; Instructional Innovation; Internet; Online Systems; Open Education; Partnerships in Education; Professional Development; Teacher Education; Technological Advancement; *Technology Integration; Training
IDENTIFIERS- Technology Role

The ICTE Tallahassee 2001 conference proceedings is organized into eight themes: "Harnessing the Internet To Raise Educational Standards"; "Policies and Strategies To Evaluate, Identify, and Acquire Effective Software"; "Technology Resources in Support of Learning"; "Distance, Flexible, and Open Learning"; "Creating Digital Assets for Education and the Environment for Their Use"; "Virtual Institutions-Colleges, Universities, and Support Centers"; "Teacher Training"; and "Industry/Education Directions and Cooperative Ventures." Topics include: curriculum planning; intelligent systems; educational technology; Web-based instruction; children's research on the computer; distance learning; Web site resources; online resources to teach grammar; standards for online education service providers; Web based course design; technician and technology education; information technology and disabled students; successful Web site features; software evaluation strategies; research and development; educational software needs; multimedia; data collection devices; computer education; learner-centered instruction; authoring tools instruction; mobile technology based learning; access to technology; learning centers; professional instructional technology; Web course management; matching software and skills; professional development; microcomputer based laboratories; information technology in sports; change management; play therapy; software for evaluating student oral responses; campus intranet system for posting grades; automatic characterization system; wireless local area networks; network printing; educational communities; benefits and problems of Web based courses; active learning; concept maps; computer based models in teacher training; technology based communication; critical learning incidents; global access to e-learning; hybrid online/conventional programs; learning, robotics, and culture; multi-component technology; technology integration; advance organizers; teacher role in distance education; mentoring online; cross-cultural trans-disciplinary learning; student perceptions of instruction; learner clustering; college Web pages; digital multimedia portfolios; programming languages; Webmasters training; a virtual university; teachers' electronic portfolios; collaborative learning; self-perceived computer competence; educational technology assessment; technology skills assessment; and university cooperation with neighborhood organizations. (AEF)

ED 462 980 IR 021 161

Preparing for a New Century of Learning: Technology, Education, and the Internet. ICTE Tampa 1999: International Conference on Technology and Education Proceedings (17th, Tampa, Florida, October 10-13, 1999).
PUB DATE- 99
NOTE- 214p.; The ICTE "Educational Technology Resource Library" provides access to papers from ICTE Conferences.
LANGUAGE- English

Personal Assessment of the College Environment (PACE) is the survey most widely used in support of the NILIE mission. The paper presents the following action concepts, all of which are designed to strengthen the organizational structure of the college: (1) enacting policies that guide work toward achieving your college's mission and vision; (2) providing the appropriate feedback whenever possible; (3) designing work to satisfy employee needs while simultaneously improving your college's organizational effectiveness; (4) encouraging renewal of commitments to your students, your college or university, yourself, your colleagues, your tasks, and your profession; and (5) whenever possible, skillfully incorporating employees in the decision making to develop their skills. (Contains 11 references and 17 suggested readings.) (AUTH/NB)

ED 462 999 JC 020 214

Meeting Our Missions--NMACC Report, 2001.
PUB DATE- 01
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Basic Education; *College Role; *Community Colleges; *Educational Planning; *Enrollment; Enrollment Trends; Labor Force Development; Minority Groups; Strategic Planning; *Student Characteristics; Transfer Rates (College); Two Year Colleges
IDENTIFIERS- *New Mexico

This paper addresses the shared mission of the 19 New Mexico branch and independent community colleges for 2001. Their common mission is to improve the life and employability of the citizens by serving as the primary provider of the following postsecondary programs, training, and services: (1) certificates, and technical, vocational, and associates degrees; (2) credit hours that will transfer to a four-year institution; (3) adult education, remedial, and lifelong learning opportunities; (4) workforce training and development of short-term customized training; (5) community services and community development support; and (6) opportunities that add to the quality of life in the communities served. In 1994, community colleges enrolled more than 50% of all credit postsecondary students in New Mexico. Since that time, community college enrollment has increased to a 53.5% share of total enrollment. Enrollments grew about 8% between fall 1998 and fall 2001. In addition, 74% of all freshmen and sophomores in New Mexico higher education attend community colleges. Other relevant statistics in the report include: (1) the average age of community college students is 31.8; (2) 68% of students are enrolled part-time; and (3) 60% of students are female; (4) 56% of students are ethnic minorities, up to 55% are academically disadvantaged, and up to 61% are economically disadvantaged (ranges vary according to college). (NB)

ED 463 000 JC 020 215

Student Enrollments and Completions in the Illinois Community College System, Fiscal Year 2001.
PUB DATE- 02
NOTE- 117p.; For the 2000 report, see ED 449 860.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

students, and 26% continuing education students, 54% females, 55% whites, 26% Hispanics, 12% blacks, and 7% other; (2) during the academic year 1999-2000, 36% of CTC students enrolled for six semester credit hours or less, 69% enrolled for 15 hours or less, and 9% enrolled for more than 27 hours; (3) during the past 11 years, enrollment in CTCs statewide has increased 18%, from 379,514 in fall 1990 to 447,998 in fall 2000; and (4) in fall 2000, 72% of freshman and sophomore enrollment in higher education were in CTCs. (Contains 183 tables and one appendix.) (KP)

ED 463 020 JC 020 239

Wyoming Community College System Annual Strategic Plan Report, 1999.
PUB DATE- 99
NOTE- 67p.; Some text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Records; Access to Education; Basic Skills; College Curriculum; College Faculty; *Community Colleges; *Continuing Education; Enrollment Trends; *Outcomes of Education; *School Funds; *Student Attitudes; Student Financial Aid; Student Records; Transfer Rates (College); *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Wyoming Community College System

This document discusses accountability and the 1999 strategic and action plans for the Wyoming Community College System (WCCS). The primary WCCS goal for 2000-2004 is to assure coordinated, efficient, and effective operations of the community college system. Program 1 of the action plan is to provide effective credit instructional programs for Wyoming citizens. Program 1 has two objectives: (1) to deliver quality instruction by employing a highly qualified faculty, staff, and administration; and (2) to prepare students for transfer or the job market by providing equipment and technical support at each community college. In addition, to establish the status of the objectives, a common graduate, transfer, continuing student, and employer survey were developed over a two-year period. According to student self-assessments of their experiences at Wyoming's community colleges: (1) 91% of students who transferred to the University of Wyoming felt that their community college did an excellent job preparing them for further study at a four-year institution; (2) 70% of students consulted with an advisor regarding transfer while they were attending a community college; (3) 85% of students felt that their general knowledge and intellectual curiosity had been moderately or much improved at their community college; and (4) 79% of students were satisfied with cultural programs offered. (NB)

ED 463 021 JC 020 240

The Faculty Role in Planning and Budgeting.
PUB DATE- 01
NOTE- 26p.; Paper accepted, principles adopted by the Academic Senate for California Community Colleges, Fall 2001.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

(ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adoption (Ideas); Adult Education; Adult Educators; *Adult Learning; Body Image; Cognitive Processes; Definitions; Educational Environment; *Educational Principles; Educational Research; Educational Resources; Educational Theories; Educational Trends; Empathy; *Experiential Learning; Feminism; Guidelines; Holistic Approach; Learning Processes; *Learning Theories; Literature Reviews; Postmodernism; Postsecondary Education; Teacher Student Relationship; Teaching Methods; *Theory Practice Relationship; Transformative Learning; Trend Analysis; Womens Education
IDENTIFIERS- Contextualized Instruction; Mind Body Problem; Situated Learning; *Somatization

A somatic approach to education implies education that trusts individuals to learn from and listen to the information they are receiving from the interaction of self with the environment. Somatic or embodied knowing is experiential knowledge that involves senses, perceptions, and mind-body action and reaction. Western culture has been dominated by the separation of cognitive knowledge from embodied knowledge and the distrust of bodily knowing. Recent developments in mind-body research and feminist and postmodernist discourse have turned adult educators' attention to somatic learning. Issues arising from the somatic approach to adult education include the following: (1) recognition of the body as a source of knowledge; (2) empowerment/resistance to dominant culture; and (3) a means of developing empathy and respecting diversity. Two paths for adult education have been identified. The first is the embodied way, in which a more holistic approach to curriculum development, teaching, learning, and research brings the body back into educational theory and practice. The second is the Body Project, which recognizes the body's place in the classroom and the ways in which classrooms, teachers, learners, and institutions construct the body as gendered, raced, diseased, disabled, and sexually oriented. (An annotated list of 27 resources constitutes approximately 80% of this document.) (MN)

ED 462 551 CE 082 929

Imel, Susan
Accelerated Learning in Adult Education and Training and Development. Trends and Issues Alert.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Acceleration (Education); Adoption (Ideas); Adult Education; *Adult Learning; Adult Students; Advanced Courses; Business Communication; Case Studies; Computer Uses in Education; Definitions; Degrees (Academic); Educational Philosophy; Educational Policy; *Educational Practices; *Educational

Business Relationship; School Community Relationship; Staff Development; *Standard Setting; Student Motivation; Systems Approach; Teacher Collaboration; Teacher Improvement; Tech Pr Contextualized Instruction; High Performing Schools; *High Schools That Work; Southern Regional Education Board

IDENTIFIERS- Contextualized Instruction; High Performing Schools; *High Schools That Work; Southern Regional Education Board

In the late 1980s, in response to a number of problems including consistently low academic performance by students and graduates lacking the skills needed by employers, Swansea High School in Swansea, South Carolina, launched a major reform effort designed to transform Swansea into a high-performance high school. During the multi-year reform process, school leaders eliminated the general track by requiring all students to complete a college-preparatory or a vocational-technical program of study. All students were required to identify a major in one of four broad career clusters. The school's guidance, advisement, and tutorial services were strengthened. Swansea's vocational curriculum and equipment were updated, and district and school leaders worked to develop curriculum guides that reflected national standards. In an effort to improve the quality of instruction, school and district leaders implemented a variety of staff development activities and expanded the use of instructional technology in mathematics and science classes. A shared vision was created among academic and vocational teachers, community partnerships were built, and applied instructional were strategies used to motivate students to learn challenging content. Swansea's reform efforts resulted in overall improvements in students' academic performance, as documented by the High Schools That Work assessments of reading, mathematics, and science performance in 1993 and 1996. (MN)

ED 462 568 CE 082 963

Case Study: Walhalla High School, Walhalla, S.C.

PUB DATE- 97

NOTE- 19p.; Part of the High Schools That Work (HSTW) Initiative. For other case studies, see CE 082 956-964 and UD 034 827.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Academic Education; *Academic Standards; Career Counseling; Case Studies; *Change Strategies; College Preparation; Core Curriculum; Counseling Services; Course Selection (Students); Curriculum Development; Delivery Systems; Education Work Relationship; Educational Change; Educational Counseling; *Educational Improvement; Educational Quality; Educational Technology; Employment Qualifications; Guidelines; High Schools; Instructional Leadership; Integrated Curriculum; Junior High Schools; Middle Schools; National Standards; Noncollege Bound Students; Partnerships in Education; Program Effectiveness; School Business Relationship; School Community Relationship; Staff Developm High Performing Schools; *High Schools That Work; Southern Regional Education Board

IDENTIFIERS- High Performing Schools; *High Schools That Work; Southern Regional Education Board

In 1987, Walhalla High School in Walhalla, South Carolina, undertook a major restructuring effort to raise the school's standards and keep pace with the expectations of local high-tech businesses and industry. School and district leaders established an affiliation with the Southern Regional Education

Existing Information in National Education and Training Data Collection.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 01
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Education; *Community Education; Cost Effectiveness; Costs; *Data Collection; Developed Nations; Foreign Countries; Individual Development; Information Dissemination; Information Sources; *Information Utilization; *Lifelong Learning; National Surveys; *Vocational Education
IDENTIFIERS- *Australia

These two volumes provide information on the scope of adult and community education (ACE) in Australia and implications for improved data collection and reporting. Volume 1 begins with a glossary. Chapter 1 addresses project objectives and processes and methodology. Chapter 2 analyzes the scope and diversity of ACE in terms of what is currently collected and the information made available through research and consultations for this report. Chapter 3 explores these issues: providers' experience of current data collection arrangements; usefulness to providers of data collected currently; gaps in information collected; extent and kind of data used by providers locally; and possible impact of the goods and services tax (GST) on ACE. Chapter 4 considers the feasibility and costs of expanding the current collection requirements. Appendixes include technical notes and a tabular national overview of ACE. Volume 2 is an analysis of existing information in national education and training data collection. Chapter 1 delineates the scope of data collection: activity as reported by representative bodies for ACE providers and organizations; education and training delivered by community centers; and personal enrichment and training activity. Chapter 2 analyzes data by entire ACE sector and six segments of the nationally reported ACE sector (personal enrichment and VET programs categorized by delivery service and reporting method). (YLB)

ED 462 585   CE 083 029

Yager, Loren
Export Promotion: Government Agencies Should Combine Small Business Export Training Programs. Report to Congressional Committees.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Coordination; Employed Women; *Exports; Government School Relationship; Minority Groups; Policy Formation; Position Papers; Program Effectiveness; Program Evaluation; Program Implementation; Program Improvement; *Public Agencies; Public Policy; *Small Businesses; *Training
IDENTIFIERS- Department of Commerce; *Small Business Administration

The General Accounting Office (GAO) evaluated the coordination of the export training offered to small businesses by the U.S. Department of Commerce and U.S. Small Business Administration through the U.S. Export Assistance Centers (USEACs). GAO staff visited 10 of the 19 USEACs. The agencies' training organizers or presenters were interviewed, agency documents were reviewed, education in the Kingswood area of South Gloucestershire, England, was examined. Data were gathered through the following activities: (1) a survey of approximately 2,000 youths from 6 schools and 1 further education college; (2) individual interviews with 50 young people; and (3) informal group interviews with teachers and careers officers. The incidence of part-time employment and number of hours worked per week increased with age. Overall, a limited amount of part-time work appeared beneficial for most, if not all, young people. Most of the youths appeared to strike a balance between paid work and school. The following groups were identified: (1) excluded underachievers (they wanted a part-time job but could not find one); (2) discouraged workers (they remained in school for lack of other options); (3) educationally focused nonworkers (they deliberately chose not to work but to instead focus on school or other interests); (4) busy aspirants (they worked but were also focused on school); and (5) higher education waverers (they enrolled in post-16 education but were not dedicated to education progression). Disaffected 14- to 16-year-olds tend to suffer exclusion from the youth labor market and need the assistance of schools and careers offices to transition to working life. (The following items are appended: Kingswood Consortium letter; questionnaire; interview questions; and analysis of the questionnaire responses.) (MN)

ED 462 601 CE 083 053

Hodgson, Ann, Ed.; Spours, Ken, Ed.
Finding a Balance: Fifteen Institutional Case Studies on the Relationship between Part-Time Work and Advanced Level Study. Report.
PUB DATE- 00
NOTE- 130p.; Project between Essex County Council Learning Services (Essex Local Education Authority LEA) and Lifelong Learning Group.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Case Studies; Catholic Schools; Curriculum; *Education Work Relationship; Educational Attitudes; Employer Attitudes; *Employment Patterns; Foreign Countries; High Schools; Parent Attitudes; *Part Time Employment; *Postsecondary Education; Public Schools; Sex Differences; Student Attitudes; *Student Employment; Teacher Attitudes; Two Year Colleges; Work Attitudes
IDENTIFIERS- Christian Schools; *England

This document presents and discusses case studies that examined the relationship between part-time employment and advanced level study at 15 schools in Essex, England. "Foreword" (David Jones) provides a brief overview of the project. "Finding a Balance--Fifteen Institutional Case Studies on the Relationship between Part-time Work and Advanced Level Study" (Ann Hodgson and Key Spours) explains how the studies were carried out and discusses the following themes raised in the individual case studies: patterns of part-time work; teacher, student, parent, and employer attitudes toward students' part-time work; effects of part-time work on achievement; patterns of study and part-time work; gender differences among A level students; the balance between paid work, study, and other aspects of sixth form life; and Curriculum 2000 and larger programs of study. The remainder of the document consists of the case studies, which are titled as follows: "The Billericay School, Billericay" (Brian Balchin); "The John Bramston School, Witham"

(9) quality improvement. Each of the nine aspects of New Deal FTET is examined in its own section of the document containing some or all of the following items: (1) good practice features; (2) barriers to good practice; (3) present good practice; (4) one or more case studies (including critical success factors, resources used, impacts on delivery of New Deal, and quality indicators); and (5) suggestions for improving practice. The following items are appended: case studies and contact details; a list of project steering group members; and a list of acronyms and abbreviations. (MN)

ED 462 618   CE 083 086

Davies, Peter; Owen, Jane
Listening to Staff.
SPONS. AGENCY- Department for Education and Skills, London (England).
PUB DATE- 01
NOTE- 44p.; Part of the Raising Quality and Achievement Programme.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *College Programs; *Educational Attitudes; Educational Environment; *Faculty College Relationship; Foreign Countries; Influences; Interpersonal Relationship; *Job Satisfaction; Organizational Climate; Performance Factors; Postsecondary Education; *Teacher Attitudes; Teacher Effectiveness; Teacher Surveys; Vocational Education; Work Environment
IDENTIFIERS- *United Kingdom

Levels of staff satisfaction across the United Kingdom's post-16 sector were examined by distributing a questionnaire at more than 80 further education colleges. The questionnaire elicited 9,515 responses. Study participants rated 38 statements on a 4-point scale. The questions focused on the following areas: (1) faculty members' perceptions of and relationship with their college; (2) their relationships with other staff; (3) their college's management style; (4) communication at their college; (5) their college's customers, and (6) their college's reputation, resources, and quality as a learning environment and as a workplace. More respondents were negative about their job and their college than were positive. Overall levels of satisfaction and job fulfillment appeared strongly linked to staff members' views as to whether the college "cared about them," whether they were valued, and whether they felt secure. Satisfaction was also strongly related to how effectively staff were communicated with, consulted, and involved in decision-making processes. The statements "My manager gives me the support I need to do my job effectively" and "Staff work well together in teams" received favorable ratings. Beacon and accredited colleges produced agreement ratings substantially higher than the average for the survey. (Twenty-one figures are included. The bibliography contains 10 references.) (MN)

ED 462 619   CE 083 087

Jones, Cheryl; Potter, Mary; Ebrahim, Nazir
Managing Curriculum Change in Schools.
SPONS. AGENCY- Department for Education and Skills, London (England).
PUB DATE- 01
NOTE- 30p.; Part of the Improved Flexibility Support Programme.
LANGUAGE- English

Wilson); "The Issue of Professionalization for Adult Educators in Quebec" (Paul Bouchard); "Women's Empowerment and Adult Education" (Margot Morrish, Nancy Buchanan); "Adult Education in First Nations Communities: Starting with the People" (Deo H. Poonwassie); "Distance Education for Adults" (Walter Archer); and "Lifelong Learning, Voluntary Action and Civil Society" (Alan M. Thomas). Most papers include substantial bibliographies. (MN)

ED 462 634   CE 083 106

Welton, Michael R.
Little Mosie from the Margaree: A Biography of Moses Michael Coady.
PUB DATE- 01
NOTE- 280p.; Supported by the Book Publishing Industry Development Program.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Adult Education; *Adult Learning; Biographies; Catholics; Churches; Clergy; Communism; *Community Action; Community Change; Community Education; *Cooperatives; *Economic Change; Fascism; Religious Cultural Groups; Rural Areas; Rural Economics; *Social Action; Social Change; Social Networks; Social Support Groups
IDENTIFIERS- Antigonish Movement; Credit Unions; Fishing Industry; Nova Scotia; Study Circles

This book examines the life of the Reverend Moses Michael Coady (1890-1959), a Roman Catholic priest who led the Antigonish Movement. During the Antigonish Movement, residents of the small maritime town of Antigonish, Nova Scotia, worked to achieve a nonviolent alternative to communism and fascism and to effect the social and economic transformation of their community through the formation of cooperatives, study clubs, and other forms of communal working and learning. The biography is based almost exclusively on original, primary documents, including materials from newspapers, obscure magazines, and a column called "The Anvil," which Reverend Coady wrote for a newspaper called the "Bulletin" (later called "The Maritime Co-operator"). The chapter titles are as follows: (1) "A New and Disturbing Presence"; (2) "On the Side of the Impossible"; (3) "Fields of Lost Opportunity"; (4) "Mobilizing the People for Enlightenment (1930-1935)"; (5) In the Eye of the World (1935-1939)"; (6) "Conceptual Architectonics"; (7) "The World Might Break Your Heart (1939-1945)"; (8) "Living in Dangerous Times (1945-1952)"; (9) "Land of Moab (1952-1959)"; and (10) "Dreaming Beyond the Mountain." A total of 458 endnotes are included. (MN)

ED 462 635   CG 031 231

Henderson, Nan, Ed.; Benard, Bonnie, Ed.; Sharp-Light, Nancy, Ed.
Resiliency in Action: Practical Ideas for Overcoming Risks and Building Strengths in Youth, Families, & Communities.
PUB DATE- 99
NOTE- 172p.; Foreword by Peter L. Benson.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- At Risk Persons; Community; Coping; *Counseling; Elementary Secondary Education; Family Problems; Intervention; Mentors; Peer Mediation; *Problem Solving; Psychology; Research; *Resilience (Personality); Stress Management; Theory

in traditional and non-traditional settings. Chapter 9 provides a discussion of the past, present, and future of school psychology in Canada. Chapter 10 expands the scope of the book to the practice of school psychology around the world. Chapter 11 presents ideas as to what the future of school psychology may be and what it could be. Appended are: School Psychology Data Sheet; Primary Journals and Books on School Psychology; American Psychological Association Ethical Principles and Code of Conduct; and National Association of School Psychologists Principles for Professional Ethics. (Contains an index, 6 tables, 15 figures, and over 570 references.) (JDM)

ED 462 655 CG 031 597

Shinn, Mark R., Ed.; Walker, Hill M., Ed.; Stoner, Gary, Ed.
Interventions for Academic and Behavior Problems II: Preventive and Remedial Approaches.
PUB DATE- 02
NOTE- 1089p.
LANGUAGE- English
EDRS Price- MF08 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Behavior Problems; Counseling Techniques; Counselor Training; Curriculum; Educational Improvement; Elementary Secondary Education; High Risk Students; Interpersonal Competence; *Intervention; *Learning Problems; Prevention; *Problem Solving; Remedial Instruction; School Psychologists; *School Psychology; School Safety; Underachievement; Violence

This volume contains information needed for the practice of school psychology. It discusses training and knowledge for school psychologists on how to apply the intervention skills needed to solve problems. The interventions point to the fact that school psychology is changing its focus to one of problem solving in schools. This collection serves as a resource for trainers of school psychologists and for those practicing in the field. Chapters 1 through 10 deal with goals for effective schools, prevention of violence, school safety, and strategies for remediating basic skill deficits, including reading. Chapters 11 through 20 include selecting and evaluating classroom interventions; strategies to improve safety; teaching social skills to high-risk students; early childhood education; and building a beginning reading program. Chapters 21 through 30 cover curriculum issues such as mathematics achievement; intervention for struggling writers; peer tutoring; remedial interventions for students with reading problems; and curriculum-based collaborations in schools. Chapters 31 through 38 look at specific student problems such as depression; attention problems; emotional difficulties; aggression and vandalism; along with the intervention and crisis management of these problems. (Contains 53 tables, 84 figures, and over 1,800 references.) (JDM)

ED 462 656 CG 031 598

Harvey, Virginia Smith; Struzziero, Joan A.
Effective Supervision in School Psychology.
PUB DATE- 00
NOTE- 344p.
LANGUAGE- English

well as advice on organizing class time, the book ensures that teachers have the tools to tailor their reading programs to the lives of the children they teach. Each of the book's nine chapters includes references. (NKA)

ED 462 677 CS 014 607

Bouchard, David
The Gift of Reading.
PUB DATE- 01
NOTE- 160p.; With Wendy Sutton.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Early Childhood Education; *Literacy; *Parent Child Relationship; *Parent Participation; Picture Books; *Reading Aloud to Others; *Young Children
IDENTIFIERS- Family Activities; *Trade Books

This book is addressed to all of those participants involved in the reading lives of children--parents, teachers, librarians, principals, superintendents, departments of education, publishers and writers. Using their own experiences, the book's authors have outlined what it takes for children to become confident and independent readers. The book offers readers helpful suggestions for creating literacy environments at home and at school, including suggestions for books to share. It urges parents to begin to read with children when they are small, sharing the heritage of out-loud rhymes with them, reading the picture books that ring with language and learning, singing, and telling stories. The book presents a well-researched and carefully-thought-out rationale for giving youngsters reading strategies and activities that will support authentic literacy development rather than practice exercises that never seem to connect to the actual reading of significant text. According to the book, as a society, people need to ensure that there are opportunities for everyone inside the reading culture, not for a select few who conquer the complete canon, but for each person who chooses freely what is wanted in a literate life. (Contains a 28-item professional bibliography.) (NKA)

ED 462 678 CS 014 617

Garan, Elaine M.
Resisting Reading Mandates: How To Triumph with the Truth.
PUB DATE- 02
NOTE- 121p.; Foreword by Dick Allington.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Government Role; *Phonics; Primary Education; *Reading Instruction; *Reading Programs; *Reading Research; *Research Problems
IDENTIFIERS- Mandatory Programs; *National Reading Panel; Research Results

Teachers today are in a stranglehold as a glut of mandates and standards restrict their ability to make decisions in their own classrooms. In many schools, scripted, regimented commercial programs further erode their power to view their students as

Step You Take" (Patrick Shannon); (12) "We Gotta Get out of This Place: Politics of What Works" (Patrick Shannon); (13) "If You Ain't Got the ABCs" (Patrick Shannon); (14) "What Is To Be Done?" (Rick Ayers); (15) "Social Formations and the Politics of Literacy Education: Confronting the Stacked Deck of Opportunity" (Eric J. Weiner); (16) "Get Ghetto on Us: Discourse and Possibility in English Classrooms" (Dana Salter); (17) "Phish Is! A Metaphor for Freedom for All Phans" (Anne Slonaker); (18) "Reflexive Agency: Looking Back To Move Forward" (Lisa Burley Maras); (19) "Identity and Difference in Textbooks and Life" (Gabriella Mendez); and (20) "What's a Fellow To Do? Family Literacy at This Time in This Place" (Patrick Shannon). (Lists 13 sources. Many of the essays contain references.) (NKA)

ED 462 697   CS 510 685

Brookshire, Cathy A.
Virginia Standards of Learning (Grades 6 through 12) That Are Covered When Students Attend Live Performances of Shakespeare's Plays.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Annotated Bibliographies; Class Activities; *Drama; *English Instruction; Field Trips; Intermediate Grades; *Language Arts; Learning Activities; Secondary Education; *State Standards; Student Research
IDENTIFIERS- *Shakespeare (William); *Virginia Standards of Learning Program

This paper outlines Standards of Learning for grades 6-12 students in Virginia that are covered when they attend live performances of William Shakespeare's plays. The paper details separate standards for each grade in English, subdivided into standards which fulfill requirements in Oral Language, Reading/Literature, Writing, and Research, along with suggested learning activities. (Contains 12 suggested teaching texts and 2 relevant Web sites.) (NKA)

ED 462 698   CS 510 750

Han, Namhee
Socialization of Good Eating Habits through Deixis in a Preschool.
PUB DATE- 02
NOTE- 8p.; Paper presented at the Annual Meeting of the Western States Communication Association (Long Beach, CA, March 2-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Research; Communication Research; *Cultural Context; Discourse Analysis; *Eating Habits; Preschool Education; *Socialization; Teacher Behavior; *Teacher Student Relationship
IDENTIFIERS- California (Los Angeles); Deixis

A study was conducted in a Korean language preschool in Koreatown, Los Angeles, California which used student-teacher

(Contains 103 references as well as 16 literature references. Appendixes contain separate bibliographies of studies on gender and discussion, reading, writing, electronic text, and literary autobiography.) (NKA)

ED 462 717 CS 510 805

Howard, Rebecca Moore
The Fraud of Composition Pedagogy: What I Learned from Writing a Handbook.
PUB DATE- 02
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Editing; *Grammar; Higher Education; Student Needs; Writing for Publication; *Writing Instruction; Writing Teachers
IDENTIFIERS- Authorship; *Teaching Perspectives

The author of this paper, a writing teacher who is also writing a handbook for McGraw-Hill, finds herself in a conceptual, pedagogical quandary that leaves her feeling like a fraud. According to the paper, she sees her job as helping her students gain the editing skills they want, but she has not yet succeeded in integrating the teaching of editing techniques with her rhetorical, situated pedagogies. The paper contains four pieces (which do not make a linear, coherent argument): a narrative snapshot; a disciplinary context; the tensions in "Jennie's" work and in the author's; and the handbook as way station. It concludes that in her next entry into the composition classroom, the teacher/author wants to use the handbook as a "participant in" editing conversations, not the conclusion of them. (Contains 21 references.) (NKA)

ED 462 718 CS 510 806

McLaughlin, Margaret
The Discourse of Whiteness in the Evolution of One African-American Student's Writing.
PUB DATE- 02
NOTE- 23p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Dialects; *Black Students; Case Studies; Comparative Analysis; *Discourse Communities; Higher Education; *Language Styles; Racial Discrimination; *Writing (Composition)
IDENTIFIERS- African Americans; Voice (Rhetoric); Writing Samples; *Writing Style

Catherine Prendergast challenges compositionists to investigate how privileging whiteness perpetuates racism in the classroom. In response to Prendergast's challenge, this paper examines the "white ground" of composition classes by complying with Ian Marshall and Wendy Ryan's suggestion to "look closely at how the "politics of language" maintains the "monclogue of whiteness." The paper traces the evolution of one African American student's writing as she struggles to assimilate the

IDENTIFIERS- *New York City Board of Education

Parents and community members who want to improve their schools are often told that things "must" be done a certain way because of rules and regulations. Often union contracts are blamed for why certain changes cannot be made. Union contracts may not be the barrier to change, however; management inaction may be the real culprit. This guide is designed to help the reader understand how union contracts affect the day-to-day operation of schools, how union work rules protect the rights of employees, what types of rules are in union contracts and what are not, and how some of these rules can be changed if needed. The following 14 chapters make up this guide: (1) "Introduction"; (2) "Who Makes the Rules"; (3) "Labor Unions and Collective Bargaining"; (4) "Work Rules for Teachers: How They Impact the School"; (5) "Work Rules for Teachers: How They Impact Instruction"; (6) "Work Rules for School Administrators"; (7) "Work Rules for Custodians and Their Employees"; (8) "Work Rules for Aides and Paraprofessionals"; (9) "Other Issues"; (10) "Parent Associations and the Schools"; (11) "Bilingual/English as a Second Language (ESL) Education"; (12) "Special Education"; (13) "Conclusion and Listing of Sources of Assistance"; and (14) "Glossary of Terms." (RT)

ED 462 739 EA 031 551

Regional and District Level Report: A Report to the 77th Texas Legislature from the Texas Education Agency.
PUB DATE- 00
NOTE- 33p.; Submitted to the Governor, Lieutenant Governor, Speaker of the House, and the Seventy-Seventh Texas Legislature.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Size; *Education Service Centers; Educational Legislation; Educational Policy; Elementary Secondary Education; *Government Publications; State Departments of Education; *State Legislation; *State Regulation; *State School District Relationship
IDENTIFIERS- *Texas

This report was prepared by the Texas Education Agency in response to Section 39.183 of the Texas Education Code. In a phase-in approach written into law, the limit of 22 students to 1 teacher applied in the 1985-86 school year through the 1987-88 school year to kindergarten through grade 2 only. The law extended this limitation to kindergarten through grade 4 beginning with the 1988-89 school year. The commissioner of education may grant class-size waivers only in cases where districts are unable to employ qualified teachers, where districts are unable to provide educational facilities, or where the 22:1 class-size ratio is exceeded in kindergarten through grade 4 in districts that budgeted for that particular class-size. Waivers cannot be granted if they relate to essential knowledge or skills, minimum graduation requirements, removal of a disruptive student from the classroom, at-risk programs, or requirements imposed by federal law or rule. By law, waivers can be granted for only one semester at a time. Summary information on regional education service centers includes a brief history, staffing levels, financial positions, programs and services, and regional performance levels. Charts and graphs serve to illustrate textual data. A map showing Regional Education Service centers is also provided. (RT)

ED 462 740 EA 031 552

Chediel, Richard W.; Sekwao, Nesta; Kirumba, Pinnecy L.
Private and Community Schools in Tanzania (Mainland). Mechanisms and Strategies of Educational Finance. Working Document.
PUB DATE- 00
NOTE- 94p.; Based on data from Ministry of Education and Culture, Tanzania-Mainland.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; Foreign Countries; Government School Relationship; *Private Schools
IDENTIFIERS- *Tanzania

Case studies were undertaken to investigate nongovernmental education in Tanzania, both Mainland and Zanzibar. This report focuses on Mainland Tanzania. In the 1960s and 1970s, during the government campaign for free universal public education, all private schools, whether missionary or NGO-run, were nationalized by the government and became state-owned public institutions. Restrictions on the registration and operation of schools discouraged the creation of new private schools, particularly at the primary level. However, in Tanzania-Mainland (but not in Zanzibar), increased student flows from primary to secondary forced the government to allow the creation of private secondary schools in the 1980s, and today these schools account for half of the country's enrollments. As Tanzania moved toward economic liberalization from 1994 onward, private schools were permitted at all levels of education, and today the number of private schools in the country is growing at a very rapid pace. Tanzanian parents choose nongovernment schools over public schools because of instruction given in English, more advanced curriculum, day-shift system, better facilities and learning conditions, low pupil-teachers ratio, and control over teacher discipline. The issues of private tuition and so-called "voluntary parents contributions" need additional thorough research. (Contains 18 references.) (RT)

ED 462 761 EA 031 626

Bouapao, Lytou; Sengchandavong, Ouam; Sihavong, Siphandone
Educational Financing and Budgeting in Lao PDR. Financial Management of Education Systems. Working Document.
PUB DATE- 00
NOTE- 142p.; Project funded by Conferenza Episcopale Italiana, Rome.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; *Educational Finance; Elementary Secondary Education; Equal Education; Finance Reform; Foreign Countries; *Money Management
IDENTIFIERS- *Asia (Southeast); Cambodia; Laos; Vietnam

This study provides an indepth description of financial management and budgetary procedures for education as well as a detailed analysis of major problems, recent developments, and new issues in Cambodia, Laos, and Vietnam. Laos, formerly one of the centrally planned economies, was previously considered "dormant" because of its limited interaction with the outside world. The chronic underfunding of the Lao educational system has been responsible for high dropout and repetition rates, and low enrollments at postprimary levels. The large disparities in the allocation of resources among provinces, and among different levels of education in terms of unit costs, remain a systems change at the local level. The project included 9 college faculty members, 48 paraprofessionals, and 41 practicing mentor professionals over the 3 years that it was funded. Approximately 700 children were served directly at 8 school sites and 54 clients received services at community sites. The manual describes the project's activities, benefits, model components, lessons learned, evaluation methods, and outcomes and includes lists of resources, 8 appendices, and a glossary. (SG)

ED 462 779 EC 308 841

Project Kaleidoscope, 1996-2000. Final Report: Executive Summary.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cross Cultural Training; Cultural Awareness; *Cultural Pluralism; *Disabilities; *Early Childhood Education; *Inservice Teacher Education; Learning Activities; Learning Experience; *Material Development; Multicultural Education; Staff Development; Teaching Methods
IDENTIFIERS- George Mason University VA

This final report describes the activities and outcomes of Project Kaleidoscope, a grant funded project designed to develop, field test, and disseminate training materials and methods to prepare personnel to better serve culturally, linguistically and developmentally diverse young children and their families. The project addressed the central roles of families, communities, and culture in child development. Nine modules were developed, integrating the theory and research bases of early education, early childhood special education, multicultural education and bilingual/ESL education. Field testing and dissemination of the modules was carried out in 6 states (Oregon, Minnesota, Florida, Delaware, Maryland and Virginia) over 3 years. A total of 218 administrators, teachers, parents, and paraprofessionals were trained using Kaleidoscope materials. The use of practitioner dilemmas encountered in work with children and families became a central organizing element within the courses/training. Diverse groups of participants analyzed dilemmas for cultural assumptions and applied varied problem solving approaches to identify alternative means to respond. The instructional approach was flexible and based upon individual and/or program-level needs assessment. Participants learned through hands-on, interactive learning activities taken from module content. Additionally, they were encouraged to gather family stories as a support to the development of effective home-school collaboration. Two of the modules (culture and language) were professionally translated into Spanish and used to conduct the 1998 Portland, Oregon, course in Spanish. Ongoing efforts of the project are aimed at a wider dissemination of the modules. (SG)

ED 462 780 EC 308 842

Developmental Therapy--Developmental Teaching: An Outreach Project for Young Children with Social-Emotional-Behavioral Disabilities (October 1, 1997-September 30, 2000). Final Performance Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,

Winton, Pamela J.; Catlett, Camille
SCRIPTs for Successful Change. Final Report of the SCRIPT (Supporting Change & Reform in Interprofessional Preservice Training) Project.
PUB DATE- 02
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; Higher Education; Infants; *Inservice Teacher Education; *Interdisciplinary Approach; Knowledge Base for Teaching; Models; *Preservice Teacher Education; Professional Development; Program Evaluation; School Community Relationship; Toddlers; Young Children
IDENTIFIERS- Iowa; Kentucky; Missouri; Nebraska; North Carolina; North Dakota; Oklahoma; Wisconsin

This final report summarizes the activities of a federally funded project designed to prepare higher education faculty to serve as leaders in providing and promoting quality interprofessional preservice instruction in their states. SCRIPT enhanced and replicated a validated model that had previously been developed, implemented and evaluated in 20 states. The model used a systems change approach, designed to make a long lasting and meaningful impact on personnel preparation programs. SCRIPT prepared teams of higher education faculty, family members, practitioners and agency representatives from eight states to serve as leaders in providing early childhood (0-9) intervention training in their states. A total of 254 state-level early childhood intervention leaders and 109 interdisciplinary team members from Missouri, Oklahoma, Wisconsin, Iowa, Kentucky, Nebraska, North Carolina, and North Dakota participated directly in SCRIPT activities. Documented benefits of participation included: (1) statistically significant increases in faculty knowledge and skills in early intervention content and training strategies; (2) greater faculty commitment to participating in community-based inservice and technical assistance activities; (3) higher quality preservice and inservice training; and (4) increased linkages among state agencies, institutions of higher education, and consumers for personnel preparation at the state level. This report describes the project's training model, activities and participants, and discusses its goals and objectives, conceptual framework, dissemination activities, challenges, evaluation results, and impact. An appendix includes preservice and inservice personnel preparation quality indicators. (Contains 37 references.) (SG)

ED 462 796 EC 308 866

Bunse, Carol; Deardorff, Pamela
The Family Consultant Training Program: Training Personnel for the Education of Individuals with Disabilities. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 224p.; For the training model, see EC 308 867.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Programs; Consultants; *Disabilities; Diversity (Student); *Early Childhood Education; *Early Intervention; Family Involvement; Family Programs; *Home Programs; Infants; Information Dissemination; Minority Groups;

(1) the common needs of all children (safety, belonging, and competence); (2) understanding individual differences, relational capacity, the capacity to organize, and factors affecting a child's capacity to organize; (3) diagnostic categorization, Kohut's Optimal-Frustration Model, and optimal frustration; (4) anxiety, dimensions of anxiety, baseline anxiety, determinants of baseline anxiety, and rate of anxiety escalation; (5) origins of problem behaviors for students diagnosed as Category A students, including acting out, narcissistic injury, identification with the aggressor, and avoidance of intolerable feelings of emptiness; (6) programming for the Category A student; (7) origins of problem behaviors for the Category B students (those who have cognitive impairments); (8) programming for Category B students; (9) origins of problem behavior for Category C students (those who have more severe cognitive impairments); (10) programming for the Category C student; and (11) psychiatric medication and the public school. (Contains 13 references.) (CR)

ED 462 814   EC 308 948

McEachern, Adriana Garcia
Training School Counselors To Work with Urban, Culturally and Linguistically Diverse Exceptional Education Students. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 02
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Counseling Services; Counseling Techniques; *Cross Cultural Training; Cultural Differences; *Cultural Influences; Cultural Literacy; *Disabilities; Educational Counseling; Elementary Secondary Education; *Field Experience Programs; Field Instruction; *Minority Group Children; Postsecondary Education; *School Counselors; Training Methods; Urban Schools

This final report discusses the activities and outcomes of a project designed to train a cadre of school counseling students to work with culturally and linguistically diverse (CLD) students receiving special education services. The project was a pilot track under the Master of Science in Counselor Education, School Counseling program, at Florida International University in Miami. At the time the project was funded, the program required 54 semester hours for completion. Students selected to participate in the project were required to register for an additional 6 credits. These credits included the Education of Students with Exceptionalities course (3 credits) and 3 credits of independent research with a department faculty member. Trainees also agreed to complete field experiences in schools where they worked directly with students with disabilities. These field experiences consisted of a part-time practicum (105 hours) and a full-time internship (600 hours). The project trained and supported 23 school counseling students, with tuition scholarships and stipends. Seventeen of these have graduated and 14 are working as school counselors serving CLD students with disabilities. The students' research projects have resulted in publications, presentations, research papers, and research symposiums. The publications are included in the materials. (CR)

ED 462 815   EC 308 949

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Computer Assisted Instruction; *Dictionaries; *English (Second Language); Foreign Countries; Higher Education; Reading Comprehension; *Retention (Psychology); *Second Language Learning; Teaching Methods; *Vocabulary Development
IDENTIFIERS- Hong Kong; Israel

This study investigated the relationship between what people looked up about new words when different kinds of information were available and how well they remembered those words. Dictionary information was incorporated into a computer-assisted language learning (CALL) program comprised of text, highlighted low-frequency words, and access to different lexical information about these words (explanation in English, translation into the first language, sound, root, and extra information). Participants were English as a Foreign Language college students in Hong Kong and Israel. Twelve low-frequency words were examined for incidental learning. Students were asked to read on-screen text and understand it so they could take a comprehension test. They could look up unknown words in the CALL dictionary. After task completion, students were unexpectedly tested on meaning recall of target words. Researchers investigated possible connections between retention and lookup behavior (type of information selected and number of lookups per word). Overall, different students had different lookup preferences. The use of multiple dictionary information reinforced retention. Results highlight the importance of providing different lookup options catering to varying lookup preferences in paper or CALL dictionaries when assigning tasks involving reading comprehension and understanding of unfamiliar words. (Contains 42 references.) (SM)

ED 462 835 FL 027 171

Toohey, Kelleen; Day, Elaine
Home to School/Kindergarten to Grade 1: Incommensurable Practises?
SPONS. AGENCY- Canadian Social Science and Humanities Research Council, Ottawa (Ontario).
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (St. Louis, MO, February 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Students; Classroom Environment; Classroom Observation Techniques; *English (Second Language); Family Influence; Foreign Countries; Grade 1; Interviews; Kindergarten; Primary Education; Pronunciation; *Teacher Attitudes
IDENTIFIERS- Canada

Researchers followed 2 language minority children through their first 2 years of school, examining the influence of their parents and of school practices. Two cohorts of minority language students were followed from the beginning of kindergarten to the end of first grade. Students were observed once a week in their classrooms. Researchers kept field notes of conversations, audiotaped, and videotaped children monthly. The children's teachers were interviewed at least yearly. Bilingual research assistants conducted family and child interviews at least twice a year. This study focused on one

Classrooms as Sites of Struggle between Competing Discourses.
PUB DATE- 01
NOTE- 21p.; In: Working Papers in Educational Linguistics, 2001; see FL 027 192. Paper presented at the Annual Nessa Wolfson Colloquium (November 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Bilingualism; *Cultural Pluralism; Elementary Secondary Education; English (Second Language); *Ethnicity; Ethnography; Foreign Countries; Language of Instruction; Minority Group Children; School Desegregation
IDENTIFIERS- Identity Formation; Language Policy; *National Identity; Social Identity; *South Africa

This article reports on aspects of an ethnographic study carried out in six newly integrated schools in post-apartheid South Africa. It presents evidence that these schools are sites of struggle between competing discourses that construct, maintain, and change social identities in those communities and the wider society. It suggests that South Africa's former limited bilingual policies and current multilingual language policies together with discourses at the micro-level that are congruent with them serve to construct quite different South African national identities: hegemonic, exclusive, and conflicted on the one hand, and egalitarian and inclusive on the other. Finally, it speculates on the outcome of the struggle between the competing discourses' effects on the prospects of South Africans being able to negotiate a truly multicultural national identity. (Contains 20 references.) (SM)

ED 462 856 FL 027 195

Wortham, Stanton
Ventriloquating Shakespeare: Ethical Positioning in Classroom Literature Discussions.
SPONS. AGENCY- National Academy of Education, Pittsburgh, PA.; Spencer Foundation, Chicago, IL.; Pennsylvania Univ., Philadelphia.
PUB DATE- 01
NOTE- 20p.; In: Working Papers in Educational Linguistics, 2001; see FL 027 192. Funding provided by the University Research Foundation at the University of Pennsylvania.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Discussion (Teaching Technique); *Ethics; Grade 9; High Schools; *Literature; Political Issues; Urban Schools
IDENTIFIERS- *Positioning (Conversation); *Shakespeare (William)

This article describes how political and ethical positioning in classroom discussions can be intertwined with productive conversations about the subject matter. Discussions of compelling literature can involve a tight linkage between the subject matter discussed and the ethical positions taken by students and teachers as they engage in productive classroom discussion. At the same time as they discuss literature in deliberate, rational, pedagogically productive ways, teachers and students also often adopt their own positions on political and ethical issues raised by the literature. This positioning is a form of action. It is not necessarily planned and sometimes not even conscious. This article illustrates such positioning by analyzing one ninth grade English classroom discussion in an urban U.S. high school. (Contains 24

College Student Entrepreneurs: Motivations and Challenges.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Dropouts; *Entrepreneurship; Higher Education; *Student Attitudes; Time Management; Work Experience

It is difficult to assess the exact number of college student entrepreneurs, but various statistics show that entrepreneurship, is alive and well on college campuses. In some cases, college work is only an afterthought for collegiate entrepreneurs. One large motivator is the desire to make money. Many college student entrepreneurs do not expect to continue their businesses, and others may not expect to turn a profit, having started a business to help others or to simplify something that was complicated. A major benefit of college student entrepreneurship is gaining real world experience. Finding the time to work on their ventures is a challenge to most college student entrepreneurs, and some are tempted to drop out of college. Evidence indicates, however, that finishing school is the best option for students looking for a future in business. (SLD)

ED 462 879 HE 034 699

Get Ready for Your Child's Higher Education. 2001-2002 Edition.
PUB DATE- 01
NOTE- 33p.; Support provided by American Express Financial Advisors. Contains some areas of blurry print. Available in an alternative format for individuals with disabilities at 651-642-0567.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Preparation; *High School Students; High Schools; *Higher Education; Parents; *Paying for College; School Readiness

This guide is designed to help parents prepare their children for higher education, a career, and life. The first section, "Why Get Ready?" discusses the benefits of higher education and dispels some common myths about higher education and its costs. Other sections of this first part discuss how to ready a child for college at home and at school. The next section, "Get Ready Financially," describes savings and investment strategies and discusses the kinds and availability of the financial aid system. the final section "Get Ready To Let Go," prepares a parent for sending the child to college, with advice about staying connected and keeping the child safe. Ten points to keep in mind about college are highlighted. (SLD)

ED 462 880 HE 034 701

Munoz, Marco A.
Total Quality Management and the Higher Education Environment: Impact on Educational Leadership Theory and Practice.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English

Maryland Higher Education Commission Trend Book, 2002.
PUB DATE- 02
NOTE- 283p.; For the 2000 Trend Book, see ED 439 652.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Attendance; Community Colleges; Degrees (Academic); Educational Finance; *Enrollment Trends; Higher Education; In State Students; Out of State Students; *Outcomes of Education; Paying for College; Private Colleges; State Colleges; *Student Financial Aid; Tables (Data); Transfer Students; Trend Analysis; Tuition
IDENTIFIERS- *Maryland

This document presents an assortment of statistical data about Maryland postsecondary education. The information is presented for a period of years so that trends can be highlighted. The Trend Book is organized into nine sections: (1) factors affecting enrollment, including college-going rates of high school seniors, their intended majors, their college admissions test scores, and their college performance; (2) enrollment trends by level, gender, race, residency, and program; (3) retention, transfer, and graduation patterns; (4) degrees and certificates awarded, with information by race and gender; (5) graduate outcomes in terms of employment and experience; (6) faculty and staff numbers and characteristics such as race and gender; (7) campus resources, with information about revenue and expenditures at Maryland public campuses; (8) trends in tuition and fees; and (9) student financial aid, including information about amounts, the percentage of students receiving aid, and funding for state scholarship programs. (SLD)

ED 462 901 HE 034 777

Funding Guidelines Peer Performance Analysis: University System of Maryland, Morgan State University.
PUB DATE- 02
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; Evaluation Methods; *Financial Support; Higher Education; *Peer Institutions; *Performance Based Assessment; Resource Allocation; Selection; *Universities
IDENTIFIERS- *Morgan State University MD; *University of Maryland System

In September 1999, the Maryland Higher Education Commission adopted a peer-based model for the establishment of funding guidelines for the University System of Maryland and Morgan State University. The guidelines are designed to inform the budget process by providing a funding standard and a basis for comparison between institutions. The basic concept is to identify funding peers that are similar to Maryland institutions on a variety of characteristics, and then to compare these funding peers to inform resource questions and assess performance. Each applicable Maryland institution is to select 10 performance peers from its list of funding peers. Seventeen measures have been identified for the University System of Maryland institutions and 14 for Morgan State University. These indicators are compared with the state's Managing for Results initiative. Maryland institutions are expected to perform at or above the level of their performance peers on most indicators. This report contains a comprehensive assessment of the performance of each University System of Maryland institution and Morgan State University in comparison

different stages of development of the integration of CBT. Data were gathered through classroom observations and structured interviews with key personnel, students, parents, and other stakeholders. Findings are presented in relation to: (1) issues faced, including the importance of the school's technology vision statement, the importance of involved leadership and succession planning, and the need for technical support; (2) strategies adopted, including getting started with a whole school project and collegial approaches to professional development; (3) views of key stakeholders, including teachers' understanding of the influence of computer-based learning and student's use of computers; (4) examples of the current use of CBT, including multimedia project work and the use of e-mail to enhance learning; (5) the CBL integration threshold; and (6) classroom observations and their interpretation. The processes that underpin curriculum change related to the integration of CBT are analyzed in four major areas--external context, milieu, learning programs, and leadership. Appendices include the teacher interview schedule, the classroom observation schedule, and a sample letter to principals. (Contains 64 references.) (MES)

ED 462 923 IR 021 078

Clark, Tom
Virtual Schools: Trends and Issues. A Study of Virtual Schools in the United States.
SPONS. AGENCY- WestEd, Phoenix, AZ. Distance Learning Resource Network.; Western Illinois Univ., Macomb.
PUB DATE- 01
NOTE- 43p.; Produced by TA Consulting. Co-sponsored by Center for the Application of Information Technologies, Western Illinois University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; *Educational Development; Educational Technology; *Educational Trends; Elementary Secondary Education; Internet; School Surveys; Virtual Classrooms; *Web Based Instruction; World Wide Web
IDENTIFIERS- Technology Utilization

This report provides a summary and analysis of activities and trends of virtual schools (i.e., educational organizations that offer K-12 courses through Internet- or World Wide Web-based methods) across the United States. The study provides analysis of trends based on an online survey of state-approved or regionally accredited schools conducted from July through August 2001. A peer group of 44 virtual schools was surveyed, with e-mail and telephone follow-up. Virtual school profiles are presented for: state-sanctioned state-level virtual schools; college and university-based virtual schools; consortium and regionally-based virtual schools; local education agency-based virtual schools; virtual charter schools; private virtual schools; and for-profit providers of curricula, content, development tools, and infrastructure. Highlights include: (1) the trend from virtual high schools to virtual K-12 schools continues; (2) $300 per semester was the most reported tuition, but prices varied greatly; and (3) calculus AB was the online AP (advanced placement) course offered by the most schools. Several context factors influencing the development of virtual schools are summarized, including demographic factors, public perceptions, education market forces, technology access, curriculum equity, and government policies and actions. The virtual school list is

ED 462 942 IR 021 100

Quitadamo, Ian J.; Brown, Abbie
Effective Teaching Styles and Instructional Design for Online Learning Environments.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 11p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087. Sponsored by a Preparing Tomorrow's Teachers To Use Technology grant.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Uses in Education; *Critical Thinking; *Distance Education; Educational Technology; Higher Education; Inservice Teacher Education; *Instructional Design; Instructional Development; Instructional Effectiveness; *Online Courses; *Teaching Styles
IDENTIFIERS- *Learning Environments; Technology Utilization; Washington State University; Western Governors University

Internet-based, distance learning solutions are finding increased use and may prove effective in facilitating advanced study coursework for remotely located, place-bound students. Despite the current emphasis on distance learning, the conditions for promoting online learning success have not been entirely defined. This paper presents a case study that profiles the teaching challenges and benefits of an online graduate-level Instructional Design course for in-service teachers taught through Western Governors University and Washington State University. The paper addresses some of the teaching challenges for this online instructional experience, focusing specifically on how teaching styles were used to build online learning community, effectively promote productive and satisfying learning interactions, and develop student problem-solving and critical thinking abilities. Also discussed are those instructional design strategies that were repeatedly employed in multiple course sections to increase online student engagement, encourage critical thinking, and enhance student learning. The findings of this study should prove of interest to anyone currently developing or delivering online instruction. (Contains 34 references.) (Author/MES)

ED 462 943 IR 021 101

Ramsay, Grant
Teaching and Learning with Information and Communication Technology: Success through a Whole School Approach.
PUB DATE- 01
NOTE- 11p.; In: Building on the Future. NECC 2001: National Educational Computing Conference Proceedings (22nd, Chicago, IL, June 25-27, 2001); see IR 021 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Uses in Education; Educational Technology; Elementary Education; Financial Support; Foreign Countries; *Information Technology; *Instructional Improvement; *Learning Strategies; Models; Outcomes of Education; *Teaching Methods; *Technology Uses in Education; *Telecommunications

curriculum strategies through which technology can be used for instructional purposes across the subject areas. (AEF)

ED 462 963 IR 021 123

Ross, John D.; McGraw, Tammy M.; Burdette, Krista J.
Toward an Effective Use of Technology in Education: A Summary of Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 90p.; Produced by the Institute for the Advancement of Emerging Technologies in Education at AEL (Appalachia Educational Laboratory, Inc.).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; *Computer Uses in Education; *Educational Administration; Educational Planning; Educational Policy; *Educational Research; *Educational Technology; Elementary Secondary Education; Faculty Development; *Technology Integration
IDENTIFIERS- *Technology Implementation

Successfully integrating technology does not result from isolating and focusing solely on technology issues but rather from infusing technology into the overall school culture. Chris Dede (1998) suggests that effective integration of new and emerging technologies requires simultaneous innovations in pedagogy, curriculum, assessment, and school organization. These competing demands compound the difficulties of effectively integrating technology into daily practice. Ritchie (1996) described these needs in the form of eight variables that impact technology adoption and implementation in classrooms. Of these, a lack of administrative support is identified as the most crucial. Without administrative support, other variables such as inadequate professional development or lack of funds, are more likely to impede the effective use of technology in schools. This review is organized from the perspective of the school leader. Topics discussed in detail in this review include: vision, planning, community relationships, tools and media, integration, professional development, access, support, accountability, and ethical and legal issues. All contribute significantly to the effective use of technology to support teaching, learning, and school management. A concluding section presents a summary of key findings in each of the topic areas. (Contains 181 references.) (AEF)

ED 462 964 IR 021 124

Prime, Glenda
An Analysis of Research in Technology Education: What We Have Learned from a Decade of Research.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Uses in Education; *Educational Research; Foreign Countries; *Journal Articles; Scholarly Journals; Technological Advancement; *Technology Education; Trend Analysis
IDENTIFIERS- United Kingdom; United States

This paper synthesizes the research of the last decade, with a view to identifying the major trends and issues that have been

EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *Computer Uses in Education; Curriculum Development; *Distance Education; Educational Development; Educational Media; Educational Policy; *Educational Technology; Elementary Secondary Education; Higher Education; Instructional Development; Instructional Innovation; Teacher Education; Technological Advancement; Technology Integration
IDENTIFIERS- Technology Role

The overarching focus of the International Conference on Technology and Education (ICTE) Tampa 1999 conference was "Preparing for a New Century of Learning: Technology, Education, and the Internet." Twelve themes supported this focus: "Implementation in the Classroom"; "Educational Tools"; "Information Technology and Educational Policy"; "School-Based Technical Support"; "Internet Filters vs. Free Speech"; "Copyright and Trademark Issues"; "Internet and Distance Learning: The Next Five Years"; "Using Technology To Create New Paradigms"; "Assessment"; "Assistive Technologies"; "Challenges of Technology in the Classroom"; and "Creating Digital Assets for Education." Topics of papers in this proceedings include: task based management for technology instruction; interactivity in Web-based instruction; Web pages to enhance student achievement; digital enculturation; K-12 student perceptions of classroom computer use; role of educational technologies; self-pacing technology; teaching technology in the focused calendar; system dynamics and computer modeling; technology in mathematics teacher education; technology rich lessons; technology supports school reform; online textbook publishing; computer conferencing and blended courses; technology in developing countries; Powerpoint presentations; computer graphics and animation; educational technology to increase achievement in a standards based environment; technology to enhance foreign language competency; Internet in the secondary English curriculum; an elementary computer initiative; digital books for mathematics learning; Asynchronous Transfer Mode; online learning for K-8 students; changing universities into virtual universities; Web-based writing, peer review, curriculum development, and dissemination; graduate computer education; Internet MBA; streaming video in instructional Webs; individual access applications; courseware description language; Open and Distance Learning pedagogy; distance education considerations; seamless access for students transitioning from secondary to postsecondary programs; supporting faculty users of online course management systems; Web page annotation; challenges in online program creation; and software delivers math on the Internet. (AEF)

ED 462 981 IR 058 508

McCook, Kathleen de la Pena
Rocks in the Whirlpool: Equity of Access and the American Library Association.
PUB DATE- 02
NOTE- 69p.; Submitted to the Executive Board of the American Library Association at its annual conference, June 14, 2002.
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Access to Information; *Information Policy; Information Technology; Intellectual Freedom; *Library Associations; *Library Role; *Library Services; Minority Groups; User Needs (Information)

This paper provides some of the historical context of the efforts

DESCRIPTORS- Associate Degrees; *College Transfer Students; *Community Colleges; Educational Assessment; *Enrollment; Outcomes of Education; *Student Characteristics; *Student Educational Objectives; Two Year College Students; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Illinois Community College System

This document details the recorded student data from the 48 institutions in the Illinois Community College System. Student data is collected twice during the fiscal year by the colleges--fall opening enrollments and end-of-fiscal-year annual student enrollment and completion figures. Report highlights include: (1) In 2001, Illinois community colleges showed 340,101 students enrolled at the start of the fall semester and 666,491 students who took courses during the entire fiscal year--students enrolled in non-credit courses increase the total to 979,585; (2) Females made up 55% of the total student population enrolled in credit courses; (3) Minority (non-white) students accounted for 35% of all enrolled credit students; (4) The average age of all students was 31.6 years; (5) Thirty-five percent of the credit students were enrolled in a college transfer program; (6) Occupational credit programs accounted for 27% of the credit student enrollment; (7) Nearly 12,900 transfer degrees and 24,633 occupational degrees and certificates were awarded during the 2001 fiscal year; (8) Females accounted for 58% of the graduates; (9) Minorities earned 29% of the degrees and certificates awarded; and (10) More than half (57%) of the enrolled credit students expressed no intent to pursue a degree. The report includes statistics by individual colleges and programs. Statistics on student demographics, grades, standardized test scores, and educational objectives are also provided. Appended are credit enrollment data tables, noncredit course enrollment data tables, and completion data tables. (MKF)

ED 463 001   JC 020 216

Technology Advisory Council New Mexico Technical Business Skills Needs Survey.
PUB DATE- 00
NOTE- 10p.; Report prepared by Research & Polling, Inc., Albuquerque, New Mexico.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Education Work Relationship; *Employer Attitudes; *Job Skills; *Labor Needs; Occupational Surveys; Relevance (Education); Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *New Mexico

This document summarizes the findings of a technical needs assessment survey completed by 207 New Mexico technical businesses in 2000. The major objective of the survey was to identify the types of technical skills employers needed from workers coming from the community and vocational college level. Research indicates that 62% of businesses have difficulty finding hands-on technical employees who have at least some college education, and 54% anticipate a need for more of this type of employee in the next 5 years. The technical skills sets studied in the survey include 52 specific skills and abilities in five basic areas: (1) communication, teamwork, and problem-solving; (2) workplace quality and compliance; (3) math and measurement abilities; (4) computer skills; and (5) manufacturing and technical skills. Employers indicated whether each of these skills was essential, preferred, or not required

(055)
DESCRIPTORS- Budgeting; *College Governing Councils; *College Planning; *Community Colleges; Educational Finance; *Governing Boards; *Planning Commissions; Strategic Planning; Two Year Colleges
IDENTIFIERS- *Academic Senate for California Community Colleges

This paper presents a set of recommendations from the Academic Senate for California Community Colleges that can be applied by local academic senates as they create and improve their local planning and budget processes. Recommendations include: (1) planning should drive budgeting, never the reverse; (2) planning, in an academic context, should be a bottom-up process in that faculty should determine what is needed to serve students most effectively; (3) budget requests should be evaluated in accordance with explicit, detailed criteria that have been agreed to in advance by the affected constituencies; (4) the bulk of the work of planning and budgeting should be done by small, efficient subcommittees; (5) larger shared governance committees should exist only at the top of the process, and should perform the function of synthesizing the input from the smaller subcommittees; (6) proposed changes to the institutional master plan should be the result of observing trends and problems reflected in the annual plans of departments; (7) final recommendations of the planning and budget committees should be reviewed by the academic senate, as well as by other campus constituencies; and (8) the academic senate should take responsibility for ensuring that collegewide priorities and programs are addressed in the planning and budget process. Appendices include a staffing committee member ranking form, an organizational chart, and an overall composite score form. (KP)

ED 463 022 JC 020 245

Okaloosa-Walton Community College Staff and Program Development Plan.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Development; Institutional Mission; *Organizational Objectives; *Professional Development; *Program Development; Program Implementation; Program Improvement; *Staff Development; Two Year Colleges
IDENTIFIERS- *Okaloosa Walton Community College FL

This Okaloosa-Walton Community College (Florida) Staff and Program Development (SPD) Plan provides a five-year framework to support the enhancement of college personnel and the expansion and improvement of college programs and services. To give direction and support to the activities of SPD, the document details a set of goals: (1) to evaluate institutional effectiveness and use the results in a continuous planning and evaluation process; (2) to enhance the college's educational programs through the development of personnel; (3) to develop and implement the college plan to fully implement the Florida Educational Equity Act; (4) to support planning and development activities to assist the college in its role in the service district's economic development; (5) to establish an environment based on a commitment to student success; (6) to evaluate the effectiveness of SPD by reviewing the committee and application processes and the contribution of each project;

and (7) to support the creation and expansion of programs and services to meet college mission goals and the service district's changing needs. Also provided are guidelines and procedures regarding travel, unscheduled special projects, revisions to initial SPD funds, project proposal forms, projects to be considered for funding, commitment of SPD funds, approval/disapproval of funding requests, project reports, and professional leaves. (Includes an appendix of sample forms.) (KP)

ED 463 023 JC 020 247

Barber, Jerry
Nassau Community College: Higher Education Services Corporation Tuition Assistance Program. Report.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; *Educational Assessment; *Educational Finance; *Eligibility; *Financial Audits; Need Analysis (Student Financial Aid); Paying for College; *Student Financial Aid; Two Year Colleges
IDENTIFIERS- *Nassau Community College NY

This document is a report of the audit of Higher Education Services Corporation's (HESC's) audit of the Tuition Assistance Program (TAP) at Nassau Community College (New York). A randomly selected sample of 200 out of 20,062 student TAP awards certified by the community college was reviewed and analyzed. Findings determine that the community college was overpaid $374,680 because school officials incorrectly certified students as eligible for TAP financial awards. The audit reviewed records and procedures used in administering the TAP from 1994 through 1997. Students who did not enroll, did not attend the community college full time, did not meet residence requirements, were in poor academic standing, and used incorrect information had their awards disallowed in compliance with state law. The report provides the criteria used in the audit and specific references to the relevant state law. Recommendations to the State Education Department, HESC, and the community college are included. (MKF)

ED 463 024 JC 020 249

Midlands Technical College Fact Book, 2000-2001.
PUB DATE- 01
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Dropout Rate; *Enrollment; Enrollment Trends; *Institutional Characteristics; *School Demography; *School Statistics; Student Attrition; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *Midlands Technical College SC

The report provides statistical information to support the administration of Midlands Technical College (MTC) (South Carolina) in planning and decision making. Section one describes MTC's history, mission statement, and program offerings. Section two focuses on curriculum student enrollment for the fall 1996 to fall 2000 semesters. Enrollment comparisons are provided to view MTC in comparison with other settle class; respect for principal, teacher, prefects and classmates; and the prevalence for both self and friends for stealing, breaking school rules, fighting, absconding, disrespect for teachers, verbal abuse, bad language, wounding, vandalizing, fondling and clothing faults. The social problems of using coeducational schools to mediate antisocial violence among adolescent boys are also discussed. (Contains 28 references.) (JPB)

ED 463 043 PS 030 129

Heine, Cindy
Kentucky School Updates: A Parent/Citizen Guide for 2001-02.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
PUB DATE- 01
NOTE- 90p.; For 1999-2000 guide, see ED 435 447.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; Educational Environment; Educational Facilities; Elementary Secondary Education; Equal Education; High Risk Students; *Institutional Characteristics; Parent Participation; Preschool Education; Professional Development; School Administration; School Community Relationship; School Districts; School Funds; *School Law; School Organization; *School Policy; School Role; School Safety; *State Legislation; State Regulation; *State Standards
IDENTIFIERS- *Kentucky; School Rules

This annual publication is intended to help Kentucky parents and citizens stay informed on educational issues and to provide them with information and encouragement to be involved in the education of the children in their community. The guide includes information on the basics of the law for various school programs, Commonwealth Testing System and school assessment, school accountability, assistance, testing results, and what citizens can do to help. Separate chapters provide specific updates on (1) assessment and school accountability; (2) early childhood programs; (3) primary school; (4) reading programs; (5) extended school services; (6) high schools; (7) career and technical education; (8) students with special needs; (9) equal opportunities in education; (10) school-based decision making; (11) family resource and youth service centers; (12) school safety; (13) technology and education; (14) professional development; (15) teacher preparation and the education professional standards board; (16) school finance; (17) governance; (18) alternative school schedules and calendars; and (19) parent involvement. A map of Prichard Committee community support regions concludes the guide. (JPB)

ED 463 044 PS 030 130

Parker, McCrae A.; Miller, Patti; Donegan, Kevin; Gilliam, Franklin D., Jr.
The Local Television New Media's Picture of Children.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 01
NOTE- 41p.; Also supported by Atlantic Philanthropies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

(141)
DESCRIPTORS- *Access to Education; Budgeting; Compensation (Remuneration); Educational Finance; *Educational Planning; *Educational Quality; Partnerships in Education; Preschool Children; *Preschool Education; Preschool Teachers; Professional Development; Program Descriptions; Public Opinion; Public Support; *State Programs; State Standards; Teacher Education
IDENTIFIERS- *Illinois; *Universal Preschool

The Illinois Governor's Task Force on Universal Access to Preschool is part of a broad-based effort to increase the quality of life for all children in Illinois. This report presents the action plan developed by this task force and calls for the creation of Illinois Preschool, a program giving all Illinois families quality preschool options for 3- and 4-year-olds. Part 1 of this report delineates the elements of Illinois Preschool and the activities integral to its success. Part 2 details potential monetary benefits to the state from investing in preschool education. Part 3 describes existing programs serving families with young children, discusses the limitations of the current structure, and describes how the new system will be implemented. Part 4 discusses how quality will be built into Illinois Preschool through a research-driven curriculum and structure, continuity from birth through elementary school, communication with and involvement of parents, teacher and staff education standards, and evaluation for program tracking and improvement. Part 5 discusses making preschool teacher salaries commensurate with those of the local school district, building higher education capacity to train the additional preschool teachers needed, creating incentives and supports for current teachers and administrators, and coordinating professional development and training. Part 6 describes the development of an integrated system stressing collaboration across programs within communities. Part 7 outlines the 5-year implementation of Illinois Preschool, beginning in 2002. Part 8 summarizes budgets for the 5-year period and discusses financing strategies. Part 9 describes the need for a sophisticated campaign to inform parents of choices, prepare providers, spread the program to communities, and build support for legislation and funding mechanisms. The report concludes with a list of task force members and other participants and of the regional community forums. (KB)

ED 463 064 PS 030 191

Miller, Laurie; Melaville, Atelia; Blank, Helen
Bringing It Together: State-Driven Community Early Childhood Initiatives.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.; Ford Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Booth Ferris Foundation, New York, NY.; Citigroup Foundation, New York, NY.; Prudential Foundation, Newark, NJ.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 02
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Change Strategies; *Day Care; *Partnerships in Education; Preschool Education; Program Descriptions; Public Agencies; Public Policy; *School Readiness
IDENTIFIERS- *State Policy

representations of war and violence; also included is a photo story on a Montessori infant care environment. The winter 2002 issue focuses on developing a sense of community with infants and toddlers and on the spiritual development of adults as an essential component in the Montessori approach to education. Regular features include "Ask Ginny," an advice column, as well as editorials and job announcements. (KB)

ED 463 082 PS 030 224

Townsend, Laura; Grigsby, Tamera; Peacock, Jon; Brien, Nan
WisKids Count Data Book, 2001.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Wisconsin Association of School District Administrators, Madison.
PUB DATE- 01
NOTE- 232p.; Cover page varies. For the 2000 Data Book, see ED 447 948. Also supported by Charles D. Jacobus Family Foundation, Wisconsin Education Association Council, Child Abuse Prevention (CAP) Fund, AFSCME Council 11, Schriebea Foods, Inc., Wisconsin Electric-Wisconsin Gas, Xcel Energy; Kohl Charities, Guardian Pipeline, Wisconsin Association of School Nurses, Hausmann Insurance, and First Business Bank.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Child Welfare; Compensation (Remuneration); Counties; *Educational Finance; *Elementary Secondary Education; *School Demography; *Social Indicators; Standardized Tests; Student Costs; Student Evaluation; Tables (Data); Well Being
IDENTIFIERS- *Educational Indicators; Indicators; *Wisconsin

This WisKids Count data book provides a statistical portrait of K-12 education in the state of Wisconsin. The introduction to the data book examines financing of education, including special education, and the issue of financing private education with public dollars; barriers to school success, including mobility and racial disparities; what works, including quality teachers and quality early child care and education; and the theory practice relationship of implementing what works. The data book then lists school districts by county and provides demographic and education indicator data for the state as a whole. The demographic indicators are: number of children, median household income, percent of single-parent families, percent of all births to mothers under age 20, child abuse and neglect substantiations, percent of children meeting immunization requirements, food stamp participation, and juvenile arrests. The educational indicators, comparing 1993/1994 and 1999/2000 data, are as follows: (1) enrollment by race/ethnicity; (2) instructional cost per pupil; (3) total cost per student; (4) property tax levy per pupil; (5) state aid per student; (6) starting teacher salary; (7) students in special education; (8) students eligible for free/reduced lunch; (9) school breakfast participation; (10) students in private school; and (11) students home schooled. Standardized test scores for grades 3, 4, 8, and 10 are also listed for reading, mathematics and science; high school ACT scores are also posted. The bulk of the data book then presents the demographic and educational data for each county and school district. Finally, data are presented, by county, for selected social indicators, including fair market rents and wages needed to meet them; births to single women; teen births; infant mortality; kinship foster second project, the Little Red River and Tall Cree First Nations and the SFMN identified community attitudes and values regarding forest management, wildlife management, training and employment needs, and protection of subsistence activities and related them to forest management objectives. (SV)

ED 463 100 RC 023 380

Pino-Robles, Rodolfo
Indigenous Studies as an International Field.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Conference of CINSA (Canadian Indigenous and Native Studies Association) (Edmonton, Alberta, Canada, May 28-31, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Studies; Foreign Countries; Higher Education; *Indigenous Populations; Interdisciplinary Approach; *Role of Education; Self Determination
IDENTIFIERS- Canada; Indigenous Knowledge Systems

This paper proposes the development of Indigenous Studies as an international field, both in the sense of advancing the discipline internationally, wherever there are Indigenous peoples, and in the sense of incorporating international perspectives into curricula. In Canada, Indigenous Studies has been and is still treated as something to be done by "experts" for others. Indigenous Studies does not exist in its own right as an autonomous discipline, has no serious academic recognition, and depends upon the paradigms and methodologies of non-Indigenous academia. A correctly conceived and correctly implemented Indigenous Studies program would address the "unfinished business of decolonization" and would produce both Native and non-Native graduates that understand Indigenous worldviews. The interdisciplinary approach to Indigenous Studies can be construed as a way of expanding universal knowledge while keep the subjects being studied marginalized from the "real" disciplines such as history and sociology. On the other hand, should Indigenous Studies become a discipline in its own right, an obvious area of focus should be the international field. An international Indigenous Studies would acknowledge the significance of Indigenous knowledge and establish international discussion on ethical issues related to land rights, natural resources extraction, and political recognition. Sections of the new Venezuelan National Constitution that give sweeping recognition to Indigenous rights are presented. (SV)

ED 463 101 RC 023 384

Cason, Katherine L.; Cox, Ruby H.; Burney, Janie L.
Do Food Stamps without Education Improve the Nutrient Intake and Food-Related Behaviors of Recipients? Food Assistance Needs of the South's Vulnerable Populations.
SPONS. AGENCY- Economic Research Service (USDA), Washington, DC.; Farm Foundation, Chicago, IL.
PUB DATE- 02
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

alternative special education teacher certification/licensure, the extent of program need, and the types of content and processes that such a program should have. A telephone survey of State Improvement Grant Directors or their equivalents in 14 states indicated that most states had already adopted procedures for alternative certification/licensure of special education teachers. The procedures could be developed within the context of a national model that addresses identified needs. Any potential program needs to consider regional differences in critical shortage areas. Inner city schools and rural schools have the greatest need. The cross-categorical 'generalist' group and the categorically based 'specialist' group of special education teachers demonstrated the most consistent demand. The most common alternative program delivery was some combination of school district and university partnership. The framework provided by the Council for Exceptional Children provides an acceptable starting point in the development of a national model. The processes for supporting alternative certification/licensure programs are equally important to the content and delivery of the knowledge base. Online delivery was considered the most promising way of implementing a national program. Lack of university support for such a model was the major barrier. State education agencies need to know more precisely the components of such a model before making a commitment. (TD)

ED 463 118   RC 023 420

Medina, Catherine; Redsteer, Denise; Prater, Greg; Minner, Sam
An Evaluation of a Decade of a Rural Field-Based Special and Elementary Teacher Training Program.
PUB DATE- 02
NOTE- 6p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, NV, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indian Reservations; Culturally Relevant Education; Elementary Education; Higher Education; Multicultural Education; Navajo (Nation); Outcomes of Education; *Partnerships in Education; Program Evaluation; *Rural Schools; School Districts; *Special Education Teachers; *Teacher Education
IDENTIFIERS- *Field Based Programs; *Kayenta Unified School District AZ; Northern Arizona Univ Center Excellence in Educ

To address the need for special education teachers trained in rural and culturally diverse settings, a field-based special education program was implemented in Kayenta Unified School District (KUSD), Arizona, on the Navajo Nation. KUSD provided teacher housing, classroom space, sites for practicum coursework, and some student teaching placements. KUSD teachers and administrators were hired as instructors and guest speakers for some courses and were involved in the selection of participants. Northern Arizona University contributed tuition waivers and administrative support, and the U.S. Department of Education provided funding. Since 1992, 109 students have been admitted into the program, and 104 completed it; 67 students were Native American, primarily Navajo. The high retention rate was attributed to the field-based nature of the program. The Native American students were predominantly paraeducators for

Indigenous youth. Chapter 2 summarizes issues related to Indigenous students' transitions between primary and junior secondary school, between junior and senior secondary school, and between school and work. High rates of early dropouts and student absenteeism are discussed, along with effective practices in improving attendance and retention and the benefits of vocational learning for Indigenous students. Back-to-school programs for early school leavers are also described. Chapter 3 examines Indigenous participation in Vocational Education and Training (VET) and practices that ensure successful Indigenous participation. Chapter 4 looks at Indigenous participation in higher education, difficulties during the freshman year, factors that lead to withdrawal in the first and second year, characteristics of Indigenous college students, and academic and institutional factors that influence Indigenous retention and success. Two tables present data on Indigenous college students at Australian universities. (Contains 31 references.) (SV)

ED 463 136 RC 023 439

Null, Elizabeth Higgins
East Feliciana Parish Schools Embrace Place-Based Education as a Way To Lift Scores on Louisiana's High-Stakes Tests. Rural Trust Featured Project.
PUB DATE- 02
NOTE- 10p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Gains; Black Education; Economically Disadvantaged; *Educational Change; Elementary Education; Environmental Education; *Hands on Science; High Stakes Tests; *Outdoor Education; Professional Development; Rural Education; *Rural Schools; School Community Relationship; *Science Education; Trails
IDENTIFIERS- Louisiana; Nature Study; *Place Based Education

East Feliciana Parish (Louisiana) has raised achievement scores by involving students in hands-on projects related to community needs and resources. Project Connect, a hands-on science and math program begun by the Delta Rural Systemic Initiative, has expanded into a comprehensive place-based program. In response to new state standards, teams of teachers visited place-based education programs elsewhere in the country, seeking advice and ideas from rural educators coping with comparable challenges: low-income populations, struggling local economies, shortages of certified teachers, large proportion of at-risk students, and few local career opportunities for high school graduates. Although 80 percent of district students are African American, the teachers found much to share with teachers working in White, Northern, rural schools. The Louisiana teachers saw examples of student-designed economic development projects and learned the skills of nature study and journaling. Project Connect has also organized 10-day teacher workshops that present skills and concepts of outdoor fieldwork and methods of designing place-based projects aligned with Louisiana's academic standards. Community and Americorps volunteers built nature trails near three schools, providing access to creeks where students monitor water quality and explore the natural environment. The benefits of outdoor hands-on learning are discussed. (SV)

ED 463 137 RC 023 440

Lectures?" (Thomas R. Lord); (3) "Getting There from Here: Making the Transition from Traditional Teaching Practices to Those That Are Student Centered" (M. W. Caprio and Lynda B. Micikas); (4) "Constructing Knowledge in the Lecture Hall" (Daniel J. Klionsky); (5) "Active Learning in the Lecture Hall" (Elaine J. Anderson); (6) "The Lecture Facilitator: Sorcerer's Apprentice" (Donald P. French and Connie P. Russell; (7) "Facilitating the Reading/Discussion Connection in the Interactive Classroom" (Beverly C. Pestel); (8) "A Peer-Reviewed Research Assignment for Large Classes" (LaRhee Henderson and Charisse Buising); (9) "An Interactive Lecture Notebook: Twelve Ways To Improve Students' Grades" (John E. Stencel); (10) "Using E-mail To Improve Communication in the Introductory Science Classroom" (Kathryn Hedges and Barbara Mania-Farnell); (11) "Using Internet Class Notes and PowerPoint in the Physical Geology Lecture" (Erwin J. Mantei); (12) "Creating Direct Channels of Communication: Fostering Interaction with E-Mail and In-Class Notes" (Gili Marbach-Ad and Phillip G. Sokolove); (13) "Using Action Research To Bring the Large Class Down to Size" (Jeffrey P. Adams and Timothy F. Slater); and (14) "Gauging Students' Learning in the Classroom: An Assessment Tool To Help Refine Instructors' Teaching Techniques" (Judith E. Heady). (YDS)

ED 463 161 SE 065 794

Smith, Betty, Ed.
Teaching Teachers: Bringing First-Rate Science to the Elementary Classroom. An NSTA Press Journals Collection.
PUB DATE- 02
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Educational Technology; Elementary Education; Evaluation Methods; Higher Education; *Inquiry; Interdisciplinary Approach; Motivation; *Preservice Teachers; *Science Instruction; *Teacher Education; Teacher Effectiveness; Teaching Methods

This document presents a collection of papers published in the "Teaching Teachers" column in the elementary-level journal, "Science and Children." Contents include: (1) "Science is Part of the Big Picture: Teachers Become Science Learners" (Anita Greenwood); (2) "Reaching the Reluctant Science Teacher: Learning How To Teach Inquiry-Based Science" (Alan Colburn and Laura Henriques); (3) "Curriculum Integration: A Teacher Education Model" (Michael Kotar, Cris E. Guenter, Devon Metzger, and James L. Overholt); (4) "Steps into Learning: Prospective Elementary Teachers Explore the Use of Classroom Technologies in a University Setting" (Kathleen Sillman, Carla Zembal-Saul, and Thomas M. Dana); (5) "It's a Salmon's Life!: A Salmon's Journey Crosses Disciplines" (M. Jenice French and Laura Downey Skochdopole); (6) "Teaching Science When Your Principal Says 'Teach Language Arts: Interdisciplinary Teaching Can Help Teachers Meet Students' Needs and State and National Standards" (Valarie L. Akerson); (7) "Assessment for Preservice Teachers: Six Techniques Prospective Teachers Can Use in Their Classrooms, Too" (Jeffrey R. Lehman); (8) "Standards Direct Preservice Teacher Portfolios: Reflections in Portfolios Reinforce Knowledge of Standards" (Christine Moseley); (9) "Using Effective Demonstrations for Motivation: Simple Suggestions for Classroom Demonstrations" (Michael P. Freedman); (10) "Managing Hands on Inquiry: Teachers Become Guides as Students Take on Responsibility for Learning" (Alan

Student Attributes to Students' Science Achievement.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 02
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 7-10, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Constructivism (Learning); Elementary Education; *Inquiry; *Professional Development; Science Education; *Science Teachers; Student Characteristics

This paper reports on a hierarchical linear modeling (HLM) investigation of the relationships among baseline science achievement of students in the Science Co-op Local Systemic Change project (grade 3, N=1,134; grade 6, N=1,482), students' attributes (gender, awareness of the nature of science, attitudes toward science, school science and science and technology careers), classroom teachers' characteristics (grade 3, N=98 and grade 6, N=78; students' perceptions of their use of students' ideas, discourse, and collaboration), and classroom factors (students' perceptions roles of the and value of text in classroom science lessons and of parent, home, and community involvement in classroom science programs). Student achievement was measured with multiple forms of the Third International Mathematics and Science Study (TIMSS) released items. Student attributes, teacher characteristics, and classroom factors were assessed by the Students' Perception of Constructivist Classroom (SPOCC-2000) subscales. Separate multilevel analyses of the grade 3 and grade 6 data indicated the extent to which student achievement could be accounted for by student attributes, classroom teacher characteristics, and classroom environment. The relationships of students' gender, awareness, and attitudes with achievement were described. These relationships were investigated as to the extent to which teacher characteristics and classroom factors influenced the weightings of significant student attributes. Awareness of the nature of science significantly influenced science achievement, while attitude toward science, school science, and science and technology careers negatively influence science achievement. Significant gender influence was found for grade 6 students, but not for grade 3 students. Appended are: Grade 3 HLM Results for Multiple-Choice and Student-Generated Response Subscores and Grade 6 HLM Results for Multiple-Choice and Student-Generated Response Subscores. (Contains 22 references.) (Author/JDM)

ED 463 184 SO 032 109

Hankins, Caneta Skelley
Chattanooga, Tennessee: Train Town. Teaching with Historic Places.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Built Environment; Elementary Secondary Education; *Heritage Education; Historic Sites; Industrialization; *Local History; Primary Sources; *Rail Transportation; Social Studies; Student Educational Objectives; *United States History; *Urbanization
IDENTIFIERS- National Register of Historic Places; *Tennessee

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Armed Forces; Blacks; *Government Role; Military Personnel; National Standards; *Photographs; Primary Sources; Secondary Education; Social Studies; Student Research; Teacher Developed Materials; *United States History; *World War I
IDENTIFIERS- African Americans; *Fourteenth Amendment; National Civics and Government Standards; National History Standards; United States Constitution

In April 1917, President Woodrow Wilson asked Congress to declare war on Germany. Under the powers granted to it by the U.S. Constitution, Congress passed the Selective Service Act of 1917. Among the first regiments to arrive in France, and among the most highly decorated when it returned, was the 369th Infantry, more gallantly known as the "Harlem Hellfighters." The 369th was an all-black regiment under the command of mostly white officers This lesson relates to the powers of Congress to raise and support armies in Article I, Section 8, and to citizens' rights to equal protection of the laws in the 14th Amendment, Section 1. The primary sources for the lesson are seven photographs taken of the 369th during World War I. The lesson correlates to the National History Standards and to the National Standards for Civics and Government. It provides historical background for the story of the 369th Infantry (with seven resources) and suggests diverse teaching activities for classroom implementation, including document analysis, creative writing, listening to music and discussion, writing news articles, student research, application projects, discussion, and analysis. Appended are a photograph analysis worksheet and the World War I photographs. (BT)

ED 463 204 SO 033 594

Kelly, Kerry C.
The Volstead Act and Related Prohibition Documents. The Constitution Community: The Emergence of Modern America (1890-1930).
PUB DATE- 00
NOTE- 33p.; For additional lessons, see SO 033 595 and 596 and ED 461 604-610.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Government Role; *Laws; National Standards; Primary Sources; Secondary Education; Social Studies; *United States History
IDENTIFIERS- Congress; *Eighteenth Amendment; National Civics and Government Standards; National History Standards; *United States Constitution

In 1917, after much agitation for alcohol prohibition by many temperance societies and organizations, the House of Representatives wanted to make Prohibition the 18th Amendment to the U.S. Constitution and sent the amendment to the states for ratification. Thirteen months later enough states said yes to the amendment. It was now against the law to manufacture, sell, and transport alcoholic liquors. In this lesson, students examine primary source documents to find out why the "great social and economic experiment, noble in motive and far reaching in purpose" as Herbert Hoover called it, did not work. They also identify the changing values and cultural pressures at the beginning of the 20th century. The lesson relates to the provides three lesson plans highlighting these activities. Lesson 1 revolves around language arts; lesson 2 addresses the sciences; and lesson 3 features the visual arts. In each lesson plan, a student objective is given, materials needed are listed, and a classroom procedure is suggested. Additional information about Franklin is attached along with a reference list that contains five books, four books for young people, and four Web sites. (BT)

ED 463 222 SO 033 676

Smigielski, Alan
Teaching from Objects and Stories: Learning about the Bering Sea Eskimo People. Smithsonian in Your Classroom.
PUB DATE- 98
NOTE- 25p.; Translated by Sarita Rodriguez. For grades 3-8. Published quarterly. Supported by The Pacific Life Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Context; Elementary Education; *Eskimos; Heritage Education; *Language Arts; Material Culture; *Social Studies; Student Educational Objectives
IDENTIFIERS- *Bering Sea; Folktales

The three lesson plans in this issue feature the Eskimos of the Bering Sea and their culture. The lesson plans are: (1) "Learning about a Culture from Its Objects"; (2) "Learning about a Culture from a Story"; and (3) "Everyday Objects." Each lesson cites student objectives; lists materials needed; gives subjects (social studies and language arts); and suggests a step-by-step classroom procedure. It includes colorful illustrations and informative materials about the Eskimos in the lessons which add to the learning process for students. Contains a resource list of 10 books and teaching guides and 3 Web sites. (BT)

ED 463 223 SO 033 685

Utah Character Education Action Research Projects.
PUB DATE- 00
NOTE- 26p.; "Note from the USOE Character Education Specialist" not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Elementary Secondary Education; *Individual Development; *Public Schools; Social Studies; Student Attitudes; *Student Development; Teacher Attitudes; Teacher Researchers
IDENTIFIERS- *Character Development; *Character Education; Parent Surveys; Research Results; Utah

This booklet contains a synopsis of eight action research projects undertaken by educators from various Utah public schools presented at a series of workshops. Twenty-seven educators representing 19 schools, 9 school districts, and the Utah State Office of Education (USOE) attended the series of 4 full-day workshops held during October, February, April, and June of the 1999-2000 school year. The participants were elementary and secondary teachers, principals, parents, counselors, district coordinators, and the character education specialist for the state. They identified research topics related to character education and learned how to conduct better decision making. Section 3, "Impediments," examines barriers to teacher leadership (e.g., lack of time and energy and resistant colleagues). Section 4, "Opportunities," discusses means through which some teachers are positively and significantly influencing their schools as leaders (e.g., leading by following, joining the team, and leading by example). Section 5, "The Principal," discusses barriers that some principals pose to leadership, highlighting ways that some principals encourage a culture of leadership (relinquishing power, trusting teachers, empowering teachers, and sharing failures and successes with teachers). Section 6, "Teachers and Principals," explains that the potential residing in teacher leadership to benefit schools and teachers will be realized only when many means exist to acknowledge and value personal and positional authority within the school. Section 7, "A Different Future," discusses what future teacher leaders will need to know and be able to do. (SM)

ED 463 243　　　SP 040 400

Moats, Louisa Cook
Improving Reading by Preparing Teachers. Issue Brief.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; *Knowledge Base for Teaching; Literacy Education; Preservice Teacher Education; *Reading Instruction; *Reading Skills; State Government; State Legislation; Teacher Improvement
IDENTIFIERS- State Policy; Teacher Knowledge

About 38 percent of all fourth-graders have reading skills below the basic level and thus cannot read well enough to complete grade level assignments. Research clearly demonstrates that most reading failure is preventable and most high-risk students can improve their reading and writing achievement with expert instruction. Research also indicates that teachers who use proven methods and who are given high-quality professional development can teach all but 2-5 percent of children to read. Most teachers are not prepared to teach reading. The average teacher takes 3 semester hours or 1 course on how to teach reading. Teaching reading requires specialized knowledge about language, how children learn and acquire literacy skills, and a variety of instructional strategies. To ensure that teachers are adequately trained to teach reading, changes are needed in pre-service teacher preparation and professional development. Many states are taking legislative action on literacy-related issues that include provisions to improve teacher education and professional development. Policymakers wanting to improve reading instruction may want to consider maintaining the goal that all children will read at grade level by supporting research-based reading instruction and aligning teacher preparation, licensure, and professional development with effective reading principles. (SM)

ED 463 244　　　SP 040 470

Waller, Edna Murphy; Klotz, Jack
The Identification of Teacher Leaders through the National Board Certification Process in Mississippi Public Schools.
PUB DATE- 01

Negotiating the Standards Maze: A Model for Teacher Education Programs. White Paper.
PUB DATE- 02
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; Higher Education; National Standards; *Preservice Teacher Education; State Standards; *Teacher Competencies; Teaching Skills
IDENTIFIERS- National Council for Accreditation of Teacher Educ; Performance Indicators; Subject Content Knowledge; University of Central Florida

This paper describes one college faculty member's experiences coordinating departmental preparations for a 5-year, continuing program approval/accreditation visit from the Florida Department of Education (FDOE), the National Council for Accreditation of Teacher Education (NCATE), and the Florida Board of Regents. It notes that in addition to the global FDOE and NCATE standards for initial or continuing program approval/accreditation, a teacher preparation program must attend to several specific standards: the Florida Educator Accomplished Practices; Performance Indicators for Effective Teachers; Florida Professional Education Competencies; Florida-adopted subject area competencies; subject matter content standards for Florida teachers; Sunshine State Standards; Florida Performance Standards for Teachers of English for Speakers of Other Languages; NCATE constituents; International Society for Technology in Education National Educational Technology Standards; conceptual framework; Interstate New Teacher Assessment and Support Consortium core standards; and National Board for Professional Teaching Standards. The college chose to use the Florida Educator Accomplished Practices as a baseline, developing a crosswalk of all applicable standards against the accomplished practices. The crosswalk is included in a table. (Contains 10 references.) (SM)

ED 463 264 SP 040 556

Jones, Toni Griego
Preparing All Teachers for Linguistic Diversity in K-12 Schools.
PUB DATE- 02
NOTE- 40p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Higher Education; Language Minorities; Minority Group Children; Native Language Instruction; Preservice Teacher Education; *Second Language Instruction; *Second Language Learning; Student Teacher Attitudes

This study assessed a range of pre-service teachers' beliefs about second language learning and teaching language to minority students. A group of 91 beginning pre-service teachers completed a survey that asked them to rate their agreement with 16 statements about non-English speakers and second language

Childhood Education; Educational Improvement; *Educational Quality; Educational Technology; Elementary Secondary Education; English (Second Language); *Faculty Development; Federal Aid; Federal Legislation; Financial Support; Higher Education; History Instruction; Legal Responsibility; Mathematics Education; Poverty; Preservice Teacher Education; *Public Schools; Reading Instruction; Science Education; Special Education; Tax Deductions; *Teacher Competencies; *Teacher Improvement; Teacher Recruitment
IDENTIFIERS- Loan Forgiveness

Through the No Child Left Behind Act and various budget proposals, President Bush is addressing the challenges of teacher quality and teacher training byassisting states and districts as they strive to improve teacher quality, taking specific steps to enhance the teaching profession and work environment, and providing new tools for teachers in specific areas of instruction. Some of the key elements of this agenda include: $2.85 billion in grants to states to improve teacher and principal quality; support for programs that provide innovative ways to recruit new teachers (e.g., Troops to Teachers, which helps place members of the armed forces into teacher education, and Teach for America, a national core of recent college graduates who commit 2 years to teach in public schools); the Teacher Preparation Act, which ensures that teachers, principals, and school officials can take reasonable steps to maintain order and discipline in the classroom without fear of litigation; a proposed Teacher Tax Deduction on up to $400 of qualified education expenses; training and support for early childhood educators; reading initiatives to help students become successful readers; professional development to help teachers educate English language learners; and support for training teachers of students with disabilities. (SM)

ED 463 284 SP 040 622

Bush, George W.
President Launches Quality Teacher Initiative.
PUB DATE- 02
NOTE- 8p.; Remarks of the President presented to Eden Prairie High School (Eden Prairie, MN, March 4, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Discipline; *Educational Improvement; Elementary Secondary Education; *Faculty Development; Federal Aid; Poverty; *Public Schools; Reading Skills; *Teacher Competencies; Teacher Recruitment

This paper presents a talk by President George W. Bush in which he launches his quality teacher initiative. He explains that the educational reforms will ensure that all students, particularly impoverished students, will have high expectations and receive a high quality education. As the expectations of schools are raised, nearly $3 billion has been appropriated to states to recruit, prepare, train, and support teachers. This new initiative focuses on such areas as providing elementary school teachers with the tools to teach every child how to read; emphasizing preschool reading skills; establishing a clearinghouse of the most recent and reliable information on what works; recruiting new students into teaching; recruiting teachers via alternate routes (e.g., putting people from other professions into public school classrooms and giving them the training they need); encouraging military personnel, upon retirement, to go into the classroom; supporting teachers who unacceptable) Type I error rate (in detecting false positives). The NC-DIF procedure appeared to have acceptable Type I and Type II error rates in both no-impact and impact scenarios. (Contains 5 tables and 23 references.) (Author/SLD)

ED 463 303   TM 033 730

Browder, Diane; Ahlgrim-Delzell, Lynn; Flowers, Claudia; Karvonen, Meagan; Spooner, Fred; Algozzine, Robert
How States Define Alternate Assessments for Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 02
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Alternative Assessment; Definitions; *Disabilities; Elementary Secondary Education; Scoring; *State Programs; State Standards; Test Use; *Testing Programs
IDENTIFIERS- *Functional Assessment

Since the passage of the 1997 amendments to the Individuals with Disabilities Education Act, inclusion of all students with disabilities in accountability systems has been mandatory. By 2001, school personnel began to understand that alternate assessment needed to focus on students' performance on state standards and nearly all states had created either links from functional skills to state standards or extensions of state standards. The purpose of this study was to provide a deeper understanding of how state education agency personnel are addressing alternate assessments. Multiple methods were used to obtain copies of state alternate assessment materials, and such materials were obtained from 42 states. Findings show that a wide variety of methods are being used for implementing and scoring alternate assessments. In the majority of states, assessments are either linked back to the state standards or standards are extended to the alternate assessments. Academic domains are measured in most states; however, in 28% of states only functional skills are measured, or insufficient information was provided to determine what was being measured. In almost all states, some form of rubric was used to measure student progress, typically mastery or progress (69%) or level of independence (60%). (Contains 4 tables, 8 figures, and 22 references.) (Author/SLD)

ED 463 304   TM 033 731

Li, Yuan H.; Yang, Yu N.
The Consistency between the Empirical and the Analytical Standard Errors of Multidimensional IRT Item Estimates.
PUB DATE- 01
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Difficulty Level; *Error of Measurement; *Estimation

specific score points, and the percentage of exact agreement corrected for chance. The implications for future research in this area are discussed. (Contains 11 tables, 2 figures, and 15 references.) (Author/SLD)

ED 463 325 TM 033 757

Shindler, John V.
Examining the Soundness of Two Collaborative Assessment Practices in Teacher Education Courses.
PUB DATE- 02
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Educational Assessment; *Evaluation Methods; Focus Groups; Higher Education; Interviews; *Preservice Teacher Education; *Preservice Teachers; Reliability; *Student Evaluation; Validity
IDENTIFIERS- *Collaborative Evaluation

Most often, new teachers default to the pedagogical practices they themselves were exposed to as teacher candidates. If teacher education programs are to promote the value of collaboration, they must teach and model collaborative pedagogy within their programs. This study is a qualitative examination of the soundness of two forms of collaborative assessment within teacher education courses: collaborative or group examinations and a system of collaborative interactive roundtable presentations. The construct of soundness is defined within a four-dimensional framework consisting of validity, reliability, efficiency, and effect on the learner. Subjects (n=45, 46, and 248) were students in required methods courses. Data came from participant surveys, focus group interviews, and instructor observation of participants. Results of the study suggest that these collaborative assessment methods compare favorably on all four dimensions of soundness. Conventional wisdom would call into question the ability of these methods to achieve reliable measurements and differentiation of student performance and their efficiency, but participant surveys rated these methods more highly for each of these measures. Participants experienced a greater degree of critical thinking, motivation to prepare, enjoyment of the assessment process, and a better relationship with classmates. Three appendixes contain a definition of assessment soundness, advice on incorporating collaborative examinations into a course, and advice on incorporating a roundtable presentation. (Contains 16 references.) (SLD)

ED 463 326 TM 033 758

Schwarz, Richard; Rich, Changhua; Arenson, Ethan; Podrabsky, Tracy; Cook, Gary
An Analysis of Differential Item Functioning Based on Calculator Type.
PUB DATE- 02
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2-4, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

ED 463 345 UD 034 859

Student Adjustment Act of 2001 (H.R. 1918 IH). House of Representatives, 107th Congress, 1st Session.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Bound Students; Federal Legislation; Higher Education; *Immigration; *Residence Requirements; Secondary Education; State Government; *Undocumented Immigrants
IDENTIFIERS- Congress 107th; Deportation; Proposed Legislation

The purpose of this bill is to amend the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 to permit states to determine state residency for higher education purposes and to amend the Immigration and Nationality Act to cancel the removal and adjust the status of certain alien college-bound students who are long-term U.S. residents. The Student Adjustment Act of 2001, which includes a special ruling for children in middle or secondary school, focuses on restrictions on authority, exemption from numerical limitations, grandfather provisions, confidentiality of information, eligibility of cancellation applicants for federal education assistance, and proposed, interim, and final regulations. (SM)

ED 463 346 UD 034 861

Lochner, Lance; Moretti, Enrico
The Effect of Education on Crime: Evidence from Prison Inmates, Arrests, and Self-Reports.
PUB DATE- 01
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Compulsory Education; *Crime; Crime Prevention; *Delinquency; *Educational Attainment; Graduation; High Schools; Racial Differences; *Role of Education
IDENTIFIERS- *Incarcerated Youth

This paper estimates the effect of education on participation in crime and incarceration, using data from the U.S. Census and changes in state compulsory attendance laws. Increases in compulsory schooling ages are not correlated with increases in state resources devoted to fighting crime. Research suggests that additional years of secondary schooling reduce the probability of incarceration, with the greatest impact associated with completing high school. Black-white differences in educational attainment explain up to 23 percent of the gap in incarceration rates. FBI arrest data corroborate findings on incarceration. The main impacts of education relate to murder, assault, and motor vehicle theft. The study examines the effect of schooling on self-reported crime in the National Longitudinal Survey of Youth, noting that estimates for imprisonment and arrest are caused by changes in criminal behavior, not educational differences in the probability of arrest or incarceration conditional on crime. The study calculates social savings from crime reduction associated with high school graduation. The externality is about 14-26 percent of the private return, suggesting that a significant part of the social return to completing high school comes in the form of externalities from crime reduction. (Contains 12 tables and

ED 463 366 UD 034 890

Munoz, Marco A.; Clavijo, Catherine
Working with Limited English Proficient Students: Input from the Field on a High School Newcomer Program.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education Programs; Dropout Prevention; Dropout Programs; *English (Second Language); High Schools; Immigrants; Language Proficiency; *Limited English Speaking; Program Effectiveness
IDENTIFIERS- Newcomer Schools

While the number of limited English proficient (LEP) students has grown nationwide, these students' academic achievement levels have lagged significantly behind those of their language majority peers. Dropout rates among LEP students are also high. The Newcomer Program within Kentucky's Jefferson County Public Schools is a full-day transitional English as a Second Language (ESL) program for newly arrived immigrant and refugee high school students. ESL teachers and bilingual associate instructors and teaching assistants share with the regular classroom teacher the responsibility of educating LEP students. This program offers students instruction in English as well as content classes with support in their native languages. It provides students with not just intensive language instruction, but also a safe educational environment in which to acquire basic academic and school survival skills. The Newcomer Program is characterized by an orientation to school, community, and society; an emphasis on English language development; and bilingual staff specifically trained to meet the needs of newcomer students. Evaluation of the program included classroom observations, focus group interviews with students, informal interviews with faculty and administrators, and student language testing. Results found that the Newcomer Program is meeting its goals of preparing students for mainstream classrooms. (SM)

ED 463 367 UD 034 891

Overview of Constitutional Requirements in Race-Conscious Affirmative Action Policies in Education.
PUB DATE- 02
NOTE- 6p.; For related documents from the Research Roundtable: Affirmative Action in Higher Education and K-12, sponsored by the Civil Rights Project, Harvard University, see UD 034 892-93.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Affirmative Action; Civil Rights; *College Admission; Court Litigation; Diversity (Student); Educational Legislation; Educational Policy; Equal Education; Federal Government; Higher Education; Minority Groups; *Racial Discrimination; *Selective Admission
IDENTIFIERS- United States Constitution

Most educational institutions must meet strict legal requirements when considering race in admissions, financial aid, student assignment, and other policy decisions. Based on U.S. Supreme Court rulings, both the Equal Protection Clause and Title VI require that race-conscious policies be subject to "strict

Rights at Risk: Equality in an Age of Terrorism. Report of the Citizens' Commission on Civil Rights.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.; Annenberg Foundation, St. Davids, PA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Ford Foundation, New York, NY.
PUB DATE- 02
NOTE- 351p.; Published biennially. For other reports in this series, see ED 429 150 (1999); ED 407 476 (1997); ED 439 988 (1995), ED 343 986 (1991); and ED 319 835 (1989).
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Affirmative Action; *Civil Rights; Diversity (Student); Educational Policy; Elementary Secondary Education; *Equal Education; *Equal Opportunities (Jobs); Federal Government; Federal Legislation; Gender Issues; High Stakes Tests; Higher Education; Hispanic Americans; Homosexuality; Limited English Speaking; Minority Group Children; *Minority Groups; Political Issues; Racial Discrimination; Special Education; Urban Areas; Violence; Voting Rights
IDENTIFIERS- Bush Administration; Clinton Administration; Congress; Criminal Justice System; Equal Employment Opportunity Commission; Fair Housing Laws; Hate Crime; Office of Federal Contract Compliance Programs; Supreme Court

This volume chronicles the progress of the administration, executive branch agencies, and Congress in ending discrimination and advancing civil rights. The study has 21 chapters in 2 parts. Part one includes: (1) "Rights at Risk"; and (2) "Recommendations of the Commission." Part two includes a series of working papers prepared by leading civil rights and public interest experts: (3) "Federal Judicial Nominations and Confirmations during the Last Two Years of the Clinton Administration" (Elliot M. Mincberg); (4) "Recent Supreme Court Decisions Affecting Congress' Ability To Redress Employment Discrimination" (Michael H. Gottesman); (5) "The New Legal Attack on Educational Diversity in America's Elementary and Secondary Schools" (John Charles Boger); (6) "Diversity in Higher Education: A Continuing Agenda" (Arthur L. Coleman); (7) "Urban Fragmentation as a Barrier to Equal Opportunity" (John A. Powell and Kathleen M. Graham); (8) "Federal Fair Housing Enforcement at a Crossroads: The Clinton Legacy and the Challenges Ahead" (John P. Relman); (9) "The Current Civil Rights Challenge for the Growing Latino Community: Inclusion and Participation in Political Life" (Marisa J. Demeo); (10) "Voting Rights" (Armand Derfner); (11) "Affirmative Action in Public Contracting: The Final Years of the Clinton Administration" (Georgina Verdugo); (12) "Equal Employment Opportunity: EEOC and OFCCP" (Nancy Kreiter); (13) "Federal Action To Confront Hate Violence in the Bush Administration: A Firm Foundation on Which To Build or a Struggle to Maintain the Status Quo?" (Michael Lieberman); (14) "Racial Disparities in the American Criminal Justice System" (Ronald Weich and Carlos Angulo); (15) "Mixed Reviews on Lesbian and Gay Rights for Bush's First Year" (Lou Chibbaro, Jr.); (16) "High Classroom Turnover: How Children Get Left Behind" (Chester Hartman); (17) "Limited English Proficient Students and High-Stakes Accountability Systems" (Jorge Ruiz de Velasco and Michael Fix); (18) "New Research on Special Education and Minority Students with Implications for Federal Education Policy Enforcement" (Daniel J. Losen); (19) "Blueprint for Gender Equity in Education" (Verna Williams); (20) "The Progress and Proposals for a Civil Rights Agenda in the Communications Polity Arena" (Mark Lloyd); and (21) "The Adverse Consequences of a New Federal Direction" (Gary D. Bass, Kay Guinane, Reece

South Carolina institutions. Overall student enrollments by full-time/part-time and day/night status, sex, race, campus, and county of residence are also provided. Section three includes enrollment profiles by division and program. Section four provides information on graduates in regards to the degrees, diplomas, and certificates awarded by the institution. Graduate placement survey data are also presented for 1994-1999. Section five reviews student retention rates based on first-time entering freshman and transfer-in students. Section six provides information on MTC's Continuing Education division enrollment figures from 1995-2000. Finally, section seven gives economic/population data for South Carolina and MTC's section area. Highlights for fall 2000 include: (1) headcount for MTC was 9,702; (2) total headcount for all institutions in MTC's service area was 31,256; (3) 55% of students were part time; (4) 59% were female; (5) 32% were black, 56% were white, and 12% other; (6) average age was 26; and (7) 166 diplomas and 456 certificates were awarded. (Contains 14 figures and 121 tables.) (KP)

ED 463 025 JC 020 252

Accrediting Commission for Community and Junior Colleges Annual Report, 2000-2001.
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *College Outcomes Assessment; College Role; *Community Colleges; *Educational Objectives; Educational Technology; Enrollment; Higher Education; *Program Implementation; *Self Evaluation (Groups); Two Year Colleges

This annual report from the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC) contains information on commission activities during 2000-2001. One of ACCJC's top priorities was Project Renewal, a "360-degree" examination of the commission and all of its operations. For this peer-based review, hundreds of administrators answered questionnaires and participated in interviews and task forces to promote deeper, more broadly based discussions on institutional quality. As expected, new issues emerged, perhaps the major one being the accreditation of foreign institutions, which currently is under discussion. This report also includes information on institution-based, nationally based, and accreditation-based issues, such as: (1) the learning paradigm and the competency movement; (2) effectiveness and accountability; (3) distance education; (4) virtual libraries and information literacy; (5) faculty roles; (6) student attendance patterns; (7) Council for Higher Education Accreditation recognition; (8) increased interregional cooperation; (9) extended services; and (10) public disclosure. Some of these contextual issues will have clear implications for change in existing ACCJC standards and practices. Finally, this report discusses college responses to annual report questions. Information on student enrollment, job placement, human and fiscal resources, and institutional outcomes is summarized. (MKF)

ED 463 026 JC 020 253

DESCRIPTORS- Blacks; *Child Advocacy; Child Welfare; Childhood Needs; *Children; Consumer Education; Consumer Protection; *Content Analysis; Hispanic Americans; Mass Media Role; *News Media; Programming (Broadcast); Racial Factors; *Television Research; Television Viewing

IDENTIFIERS- African Americans; Latinos

Children Now is an independent children's advocacy group that promotes solutions to problems facing American children, with particular attention to the needs of those who are poor or at risk. The group provides policy expertise and up-to-date information on the status of children. Children Now's Children and the Media Program works to improve the quality of news and entertainment media both for children and about children's issues, paying particular attention to media images of race, class, and gender. The Media Program commissioned this report, recognizing the local news media's vital influence on social and political progress regarding children. The report analyzes how local news broadcasts across the country cover children and children's issues. A month of locally produced evening news programs on the three major networks in six cities--Atlanta, Boston, Des Moines, Los Angeles, New York and Seattle--constitutes the data. Data are analyzed in three sections concerning children in the news: frequency and story style; content; and convergence of race and ethnicity. Findings indicate that children receive scant attention in local news stories, accounting for only 10 percent of all news stories. When children are covered, crime receives the most coverage--almost half of the total, followed by health, lifestyle issues, education, and politics and economics. Few stories focus on public policy issues. Children in these news stories are most likely to be depicted as victims. Youth of color account for slightly more than one third of news stories about children; most of these involve African American children. Latino and African American children are somewhat more likely to be placed in the context of explicit violence. The report recommends greater breadth and balance in news media's coverage of children and children's issues in order to improve children's self images and assist policymakers, community members, and the public making informed decisions for children's well-being. (JPB)

ED 463 045   PS 030 136

La Bar, Nicole J.
Back-Up Childcare: A Quality Alternative to Regular Care Which Fosters Resilience in Infants and Toddlers.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Child Behavior; Coping; *Day Care Effects; Emotional Adjustment; *Employer Supported Day Care; Infants; Literature Reviews; Parent Attitudes; Preschool Education; *Resilience (Personality); Toddlers

IDENTIFIERS- Alternative Child Care Program

To many in the field of early care and education, back-up child care may be viewed as a stressful disruption that could interfere with attachment and be detrimental to continuity of care. This paper attempts to prove that high-quality back-up child care offered by employers actually fosters the development of resiliency in young children by providing them with a positive experience and opportunity to cope successfully when faced with a challenging disruption of their usual

One of a series concerning state policies and practices in child care and early education, this report profiles state-driven comprehensive early childhood initiatives designed to create state and local partnerships that share power and responsibility while promoting local decision-making autonomy in spending resources to improve services for children and families with the end result of improving school readiness. The focus of the report is on the experiences of nine states with comprehensive initiatives involving children up to age five and their families and that have some funding for implementation. The states are: California, Colorado, Florida, Iowa, Kansas, Kentucky, Massachusetts, North Carolina, and South Carolina. Chapter 1 provides an overview of each initiative. Chapter 2 details potential benefits and hazards of the initiatives. Chapter 3 presents a blueprint for state-driven local initiatives, while chapters 4 through 10 detail the components common to effective planning initiatives: (1) creating a strong state governance; (2) establishing clear guidelines for local councils; (3) building broad constituencies across sectors; (4) investing adequate resources and developing flexible spending policies; (5) identifying and supporting local capacity; (6) linking planning to accountability; and (7) understanding the uses and limits of evaluation. Chapter 11 concludes that in order to succeed, comprehensive early childhood initiatives must be built on a stable foundation secured with new state funding, a clear vision and strong leadership, and reasonable expectations. The report's four appendices include descriptions of allowable uses of state initiative funds and provide resource and contact information. (Contains 26 endnotes and a list of related publications.) (KB)

ED 463 065   PS 030 205

Knitzer, Jane; Adely, Fida
The Role of Community Development Corporations in Promoting the Well-Being of Young Children.
PUB DATE- 02
NOTE- 27p.; Supported by Atlantic Philanthropies.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS- Change Strategies; Child Development; *Children; *Community Development; *Corporations; Family Programs; Interviews; Profiles; *Well Being
IDENTIFIERS- *Community Development Corporations; Family Support

Recognizing that past efforts to promote healthy child development and to support families with young children have not been linked with efforts to promote family economic security in low-income communities, this exploratory project examined how community development corporations (CDCs) promote the well-being of low-income families with young children; the issues faced by CDCs as they seek to play a more active role in promoting the well-being of young children and their families; and how the role of CDCs in promoting the well-being of the next generation could be strengthened. Information was gathered through a review of the literature on community development, interviews with key informants from 15 organizations, and in-depth interviews with 9 CDCs to identify their strategies. The resulting profiles revealed that CDCs are focusing attention on young children and families using one or more of three basic strategies: (1) implementing child development and family support programs; (2) assisting child care providers by rehabilitating homes and providing training in business and child care skills; and (3) developing support strategies for families. The school readiness framework does not seem to be care; participation in Healthy Start; and domestic violence. The data book concludes with definitions and data sources. (HTH)

ED 463 083 PS 030 226

Invest in Kids, Invest in Kansas: Maintaining Our Commitment to Children.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Budgeting; *Child Advocacy; *Children; Public Policy; Retrenchment; State Legislation; State Programs
IDENTIFIERS- *Kansas; *Tobacco Settlement 1998

This pamphlet presents the concerns of child advocates related to the use of Kansas' portion of the Master Tobacco Settlement for improving the health and well-being of children and youth as legislated in 1999. This state legislation created the Kansas Endowment for Youth Fund (KEY) to receive the tobacco monies, the Children's Initiative Fund (CIF) to receive funds from the Endowment, and the Kansas Children's Cabinet, charged with advising the Governor and Legislature how to use the CIF. The CIF provides additional monies for programs and projects directly or indirectly beneficial to the physical and mental health, welfare, safety, and well-being of Kansas children. This brochure emphasizes the importance of legislators having a clear sense of the statutory limits on CIF monies and that the funds not be used to replace monies appropriated from the state general fund. The brochure asserts that additional defining features of KEY and CIF funds argue in favor of maintaining the integrity of the CIF: (1) emphasis on prevention from an early age; (2) focus on addressing children's needs at the community level; and (3) strict accountability standards. The Smart Start Kansas program is described as best reflecting these features, and its potential benefits are delineated. The brochure concludes by urging lawmakers to fund the four programs singled out by the Children's Cabinet's testimony with general funds. A table delineates the Children's Cabinet recommendations for allocating CIF monies for fiscal year 2003. (KB)

ED 463 084 PS 030 229

Brown, Cheryl Render, Ed.; Marchant, Catherine, Ed.
Play in Practice: Case Studies in Young Children's Play.
PUB DATE- 02
NOTE- 169p.; Play in Practice is the third book in the Topics in Early Childhood Education series. The Early Childhood Consortium is composed of participants from Bank Street College, Erikson Institute, Pacific Oaks College, and Wheelock College.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adult Child Relationship; Aggression; Blacks; Cultural Differences; Disabilities; Early Childhood Education; Interpersonal Competence; *Play; Racial Factors; *Young Children
IDENTIFIERS- *Play Learning; Project Head Start; *Special Needs Children

This book uses a collection of stories, or "cases," as a basis for reflection, discussion, and learning about the many roles "play" has in children's lives. Each of the 12 cases addresses

DESCRIPTORS- Extension Education; Federal Programs; Foods
  Instruction; Health Behavior; *Low Income; Nonschool
  Educational Programs; *Nutrition; *Nutrition Instruction
IDENTIFIERS- *Expanded Food and Nutrition Education Program;
  *Food Stamp Program; South Carolina; Tennessee; Virginia

This study examined the effect of food assistance on the dietary patterns of households in South Carolina, Tennessee, and Virginia. Data was collected from 6,969 participants in the Expanded Food and Nutrition Education Program (EFNEP) and 3,552 participants in the Food Stamp Nutrition Education Program (FSNEP). EFNEP and FSNEP teach low-income families and youth how to make healthy food choices, prepare food safely, and reduce food insecurity. Findings indicate that there were relatively few differences in intake of food groups and selected nutrients between Food Stamp and non-Food Stamp households prior to educational intervention. Food Stamp recipients enrolled in EFNEP typically consumed more meat and fat, but less milk than non-Food Stamp recipients. Food Stamp recipients enrolled in FSNEP typically consumed more fat and energy than non-Food Stamp recipients. There were also relatively few differences in food-related behaviors between Food Stamp and non-Food Stamp households prior to educational intervention. Fewer Food Stamp recipients reported desirable food safety behaviors, but more Food Stamp recipients planned meals ahead of time and ran out of food before the end of the month. This study suggests that the provision of Food Stamps alone will not improve recipient food choices and food preparation practices. Based on a long history of positive dietary and food behavior improvement among EFNEP participants, it seems certain that Food Stamp recipients would benefit from a nutrition education program. (Contains 11 references.) (TD)

ED 463 102 RC 023 404

Freshwater, David
Delusions of Grandeur: The Search for a Vibrant Rural America.
  Staff Paper.
PUB DATE- 01
NOTE- 13p.; Paper prepared for the Annual National Rural Policy
  Conference, "The New Rural Economy: Options and Choices" (12th,
  Alfred, Ontario, Canada, October 11-14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
  (120),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- Economic Development; *Government Role; Labor Force
  Development; Politics; *Quality of Life; *Regional Cooperation;
  *Rural Areas; *Rural Development; Rural Economics; Rural
  Education; *Social Capital
IDENTIFIERS- Local Control; *Rural Restructuring

Rural development is rarely defined and there is no clear definition of what the development process intends to accomplish. The nature of the larger economy in which rural places must operate has changed in ways that reduce the relative advantage of most rural areas and have left them struggling to define new economic functions. The political process--the last great hope of rescue for too many rural people and places--is reorganizing in ways that will disappoint most rural communities. Economic development options for rural places are few. Those with high amenity value may become retirement or recreation destinations; places with good road and rail connections may capture a role as distribution centers; and the growing solid waste industry relies upon rural the KUSD and therefore were able to remain employed and maintain their residence in their home communities. KUSD administrators supported their paraeducators by releasing them from duties for professional development and other relevant program activities. Culturally and linguistically relevant curriculum was integrated in all coursework, and mentor teachers helped non-Native participants adjust into the community. Of the 78 program participants who graduated, 44 were Native American and 34 were non-Native, an unusually high rate for both groups. Fifteen former participants completed their master's degree in education. Most Navajo students remained in the area and secured teaching positions with KUSD. (TD)

ED 463 119 RC 023 421

Miles-Bonart, Sharon
A Look at Variables Affecting Parent Satisfaction with IEP Meetings.
PUB DATE- 02
NOTE- 10p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, NV, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Due Process; Elementary Secondary Education; *Individualized Education Programs; *Parent Attitudes; *Parent Participation; Parent School Relationship; *Participative Decision Making; *Satisfaction; *Special Education
IDENTIFIERS- Etiquette; Parent Surveys; United States (Southwest)

A study examined the influence of professional etiquette, procedural factors, demographic factors, and child eligibility code factors on parent satisfaction with Individualized Education Programs (IEPs). Surveys and interviews were conducted with 207 parents in the Southwest border region whose children had been evaluated for special education services and who had attended an IEP meeting. Results indicate that each of the four independent variables influenced satisfaction with IEP meetings. Direct positive relationships existed when professional etiquette and procedural factors were examined as sole indicators of satisfaction. Three features of parent and child demographics demonstrated inverse relationships to satisfaction. Those were family income, parent education, and male participant attending with spouse/partner. With regard to student eligibility codes, less satisfaction was reported for meetings held for children with physical or health impairments. When viewed as part of an interaction, all four independent variables revealed significance. Either in first-level or second-level interactions, demographic features, annual family income, and parent education showed interaction with etiquette and procedural factors. Ethnicity had no effect on satisfaction scores. The eligibility code of physical or health impairments continued to be significant when combined with other independent variables. Recommendations include training professionals and parents regarding special education and IEPs; simplifying educational jargon; following through with IEP provisions; having appropriate personnel present at IEP meetings; and ensuring the environment is conducive to decision making. (Contains 29 references). (TD)

ED 463 120 RC 023 422

Fish, Margaret; Jacquet, Ellen; Frye, Hadassah
Early Development of Low-Income Rural Appalachian Children. Rural Health Monograph Series.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 02
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attachment Behavior; Behavior Problems; *Child Development; *Cognitive Development; Family Environment; Individual Differences; Language Skills; *Low Income; Mother Attitudes; Mothers; *Parent Child Relationship; Poverty; Preschool Education; Rural Family; *Social Development; *Young Children
IDENTIFIERS- Appalachia; West Virginia (Lincoln County)

The Rural Appalachian Infant Temperament Project followed a group of 80 low-income rural Appalachian children from birth to kindergarten, focusing on two areas of child development: social/emotional functioning and cognitive skills. Subjects were recruited at a Lincoln County, West Virginia, clinic; all were white; and 73 percent had family incomes of less than $10,000. However, this group did not have high rates of other risk factors often associated with poverty. Child temperament, mother-child interaction, and variables in the contextual or caregiving environment were related to children's attachment relationships, behavior problems, language skills, and functioning in kindergarten. For the group, the most significant problematic outcome was language development: 1 month before kindergarten entry, the developmental level of the group's language skills was 1 year below actual age. This paper concludes that a child's development tends to be a function of how many risk and protective factors exist for the child and family over time, rather than the presence of any one predictor. Nevertheless, some measures did appear repeatedly as significant predictors of outcomes; these included mother's social support and marital stability, family's ability to function without welfare, presence of books in the home, various indicators of mother's sensitivity to child's needs and interests, child's reactivity as a newborn, and child's social behavior and coping skills. (Contains 16 references.) (Author/SV)

ED 463 138 SE 065 263

Hartman, Hope J.; Glasgow, Neal A.
Tips for the Science Teacher: Research-Based Strategies To Help Students Learn.
PUB DATE- 02
NOTE- 245p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Strategies; Educational Technology; Elementary Secondary Education; Evaluation Methods; Informal Education; Science Education; *Science Instruction; Science Teachers; *Teaching Methods; Thinking Skills

This book describes instructional strategies for science teachers based on educational, psychological, and social research

D. Rossman); (11) "Science Discovery Centers: Preservice Teachers Design Hands on Activity Stations and Present Them for a Field Experience at a Local Elementary School" (Mark D. Guy and Jackie Wilcox); (12) "Talk Less, Say More: Silence Can Be a Powerful Tool for Student Understanding" (Mary Dickinson Bird); and (13) "Never Give 'Em a Straight Answer: From Kindergarten to College, Reawaken Students to Power of Inquiry" (Charlotte Ward). (YDS)

ED 463 162 SE 065 795

Doran, Rodney; Chan, Fred; Tamir, Pinchas; Lenhardt, Carol
Science Educator's Guide to Laboratory Assessment.
PUB DATE- 02
NOTE- 283p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Biology; Chemistry; Earth Science; *Evaluation; Inquiry; Physics; Professional Development; Science Education; *Science Laboratories; Secondary Education

This book presents multiple assessment formats and strategies appropriate for inquiry activities for both indoor and outdoor education. Chapters 5-8 feature examples of disciplinary assessment practices for biology, chemistry, physics, and earth sciences. Other contents include: (1) "A Rationale for Assessment"; (2) "Developing New Assessment"; (3) "Alternative Assessment Formats"; (4) "Using Performance Assessment Results"; (5) "Illustrative Assessment Tasks for Biology"; (6) "Illustrative Assessment Tasks for Chemistry"; (7) "Illustrative Assessment Tasks for Earth Science"; and (8) "Illustrative Assessment Tasks for Physics." Appendices include a glossary, standards for assessment, and a complete bibliography. (Contains 142 references.) (YDS)

ED 463 163 SE 065 796

Wolfe, Raymond M.
Research and Development in Industry: 1999. Detailed Statistical Tables.
PUB DATE- 02
NOTE- 306p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Employment; Engineers; *Federal Aid; Financial Support; *Industry; *Research and Development; Scientists; Tables (Data)

This report presents results from the 1999 Survey of Industrial Research and Development. It contains a full set of statistics produced from the survey, trends in industrial research and development (R&D) since 1953, and statistics on employment since 1989. Contents include: (1) "Note to Users of Historical Statistics"; (2) "Detailed Statistical Tables"; (3) "Technical Notes and Technical Tables"; and (4) "Survey Documents." (YDS)

ED 463 164 SE 065 799

Mourad, Teresa; Watkins, Carolyn
Directory of Ohio Environmental Education Sites and Resources,

(Chattanooga)

Railroads influenced and reflected U.S. settlement and development patterns from the 1830s to the 1950s. In cities, they shaped and stimulated economic growth, planning, and architecture. Chattanooga, Tennessee's sprawling Terminal Station, is a tribute to the town's importance as a southeastern transportation hub. This lesson is based on the National Register of Historic Places registration files "Market and Main Streets Historic District" and "Terminal Station," as well as other sources on Chattanooga and the rail industry. The lesson can be used in units on the U.S. Industrial Revolution, the growth of the urban United States, or in a U.S. geography course. Following an explanatory introduction ("About This Lesson") which also lists objectives and materials for students, the lesson is divided into six sections: "Setting the Stage: Historical Context"; "Locating the Site: Maps" (Tennessee and Surrounding Region); "Determining the Facts: Readings" (The Railroad Helps Build a Town: Chattanooga, Tennessee; Promoting Chattanooga; Terminal Station); "Visual Evidence: Images" (Terminal Station, 1935; Terminal Station and Surrounding Area; 1260 and 1263 Market Street, Chattanooga; 1401 Market Street, Chattanooga; 1140 Newby Street, Chattanooga); "Putting It All Together: Activities" (Roles of Geography and Promotion; Literature, Art, and Music; Researching Your Community's Railroad History); and "Supplementary Resources." (BT)

ED 463 185 SO 032 158

LaBelle, Diane
Bethlehem, Pennsylvania: A Moravian Settlement in Colonial America. Teaching with Historic Places.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Colonial History (United States); Elementary Secondary Education; *Heritage Education; *Historic Sites; *Land Settlement; Local History; Primary Sources; Religion Studies; *Religious Cultural Groups; Social History; Social Studies; Student Educational Objectives
IDENTIFIERS- *Moravians; National Register of Historic Places; *Pennsylvania (Bethlehem)

Casting their eyes toward the rich, arable lands of Pennsylvania, members of the Moravian religious community purchased a 500-acre tract of land north of Philadelphia in 1741. There, along the Lehigh River, they organized and built the communal society of Bethlehem, which became the base location for all Moravian missionary activity in North America. This lesson is based on the National Register of Historic Places registration file, "Central Bethlehem Historic District" and other source material. The lesson can be used in units on the U.S. colonial period and the role of religious groups and missionaries in the country's expansion. It also could be used in a world history course in a unit on the Reformation. The Bethlehem lesson helps students understand why Moravians immigrated to the New World; why they selected Pennsylvania, a colony known for its toleration of ideas; and how the communities they established embodied their religious beliefs. Following an explanatory introduction ("About This Lesson") which also lists objectives and materials for students, the lesson is divided into six sections: "Setting the Stage: Historical Context"; "Locating power of Congress to amend the Constitution as specified in Article V, and also relates to Amendment 18, which banned alcohol, and to Amendment 21 which repealed national Prohibition. It offers 9 documents as primary sources, including photographs, the 18th and 21st Amendments, the Volstead Act, memos and letters, and the Presidential Proclamation 2065 of December 5, 1933. The lesson correlates to the National History Standards and to the National Standards for Civics and Government. It presents the historical background for Prohibition (with five resources). It suggests teaching activities for classroom implementation, including document analysis, creative writing, creating a political cartoon, writing a recommendation, brainstorming, and discussing some of today's social problems. Appended are a written document analysis worksheet, a cartoon analysis worksheet, and the primary source documents. (BT)

ED 463 205 SO 033 595

Simmons, Linda
Sow the Seeds of Victory! Posters from the Food Administration during World War I. The Constitution Community: The Emergence of Modern America (1890-1930).
PUB DATE- 00
NOTE- 13p.; For additional lessons, see SO 033 594 and 596 and ED 461 604.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Food; *Government Role; National Standards; *Presidents of the United States; Primary Sources; Secondary Education; Social Studies; *United States History; *World War I
IDENTIFIERS- National Civics and Government Standards; National History Standards; *Posters; *United States Constitution

From the outbreak of World War I in Europe until the signing of the Versailles Treaty, President Woodrow Wilson's administration proposed and implemented an extraordinary number of programs that affected people in their everyday activities. In August 1917 Congress passed the Food and Fuel Control Act, also known as the Lever Act, which gave the president power to regulate the distribution, export, import, purchase, and storage of food--a power Wilson passed on to Herbert Hoover, the administrator of the Food Administration. This lesson relates to Article II, Section 2.1 of the United States Constitution, which establishes the president as commander-in-chief, and Section 2.2, which gives him the power to appoint government officers. Primary sources for the lesson are four World War I posters that illustrate the importance of food for winning the war. The lesson correlates to the National History Standards and to the National Standards for Civics and Government. It offers the historical background for the home front actions in World War I (with three resources). It suggests teaching activities for classroom implementation, including a group activity, document analysis, database research, designing a poster, a student research project, and writing an essay. Appended are a poster analysis worksheet and the World War I posters. (BT)

ED 463 206 SO 033 596

Greene, Mary Frances
Political Cartoons Illustrating Progressivism and the Election of

interviews, develop surveys, collect and analyze qualitative and quantitative data, prepare a report or presentation, and use the action research results to modify their character education initiatives. Projects delineated in the booklet after a note from the USOE Character Education Specialist, are: "Improving Character Education Initiatives through Action Research" (Jennifer S. Johns); "Faculty and Student Perceptions of School" (John Burton and Others); "Parent Perceptions of Academic and Character Education Program" (Mike Madeo); "Character Traits and Expectations" (Jennifer Mortensen); "Improving Reading Instruction in the Middle School" (Rosanne Markham); "Teacher Implementation of Community of Caring in Curriculum and School Environment" (Chris Campbell Gremler); "Student Council Character Education Action Plan" (Cris Labrum); "Character Development Action Research Forums" (Becky Cox); and "Character Education in the Classroom" (Bob Wood and Others). A complete list of Action Research Workshop participants is included. (BT)

ED 463 224 SO 033 686

Johns, Jennifer S.
Utah Community Partnership for Character Education. Final
  Evaluation Report, 1995-1999.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC. Office of Reform Assistance and
  Dissemination.
PUB DATE- 01
NOTE- 74p.; Funded by Fund for the Improvement of Education,
  Partnerships in Character Education Pilot Projects. Project
  partners include: the U.S. Department of Education; the Utah
  State Office of Education; and the Utah School Districts of
  Alpine, Granite, North Summit, Salt Lake City, Wasatch, and
  Washington.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; Elementary Secondary Education;
  *Partnerships in Education; *Program Evaluation; *Public
  Schools; *School Community Programs; *State Programs; Values
IDENTIFIERS- *Character Development; Character Education; *Utah

This report describes the implementation and results of the Utah Community Partnership for Character Development, a 4-year grant funded by the U.S. Department of Education. The project was initiated in January 1996, in 50 schools from 4 school districts in Salt Lake City (Utah) and neighboring communities. The grant included more than 65 schools in 6 school districts, while some grant-sponsored activities included educators from across the state. The evaluation design was a collaborative model where grant participants planned and conducted the evaluations. Each evaluation activity had three primary objectives: (1) to provide valid information to document the implementation of the project; (2) to evaluate the accomplishment of project goals; and (3) to provide comprehensive staff development plans for educators in evaluation and action research. Numerous instruments were developed to collect formative and summative information. The grant provided a framework for implementing character education, but the specifics were left to the discretion of the participating schools. Many Utah schools had already implemented character education activities. Schools were asked how the grant had contributed to their efforts. Their responses indicate that two elements, adequate funding and the teacher involvement framework, were vital to the success of the

NOTE- 96p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Instructional Leadership; *Leadership Qualities; *National Standards; *Public Schools; Teacher Attitudes; Teacher Behavior; *Teacher Certification; Teacher Characteristics
IDENTIFIERS- Mississippi; National Board for Professional Teaching Standards; *Teacher Leaders

This study investigated whether there were differences in the leadership behaviors of 100 Mississippi teachers who had successfully completed the National Board for Professional Teaching Standards (NBPTS) certification process and 100 Mississippi teachers who had not completed the NBPTS certification process. All participants were sent a copy of the Leadership Practices Inventory, which evaluated their self-perceived leadership behaviors in the five dimensions of challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. Analysis of data from 83 fully completed surveys indicated that the NBPTS-certified teachers scored themselves higher on all five of the dimensions of leader behavior than did the non-certified teachers. There were greater differences on the dimensions of challenging the process and inspiring a shared vision. No demographic factors appeared to influence self-perceived leader behavior.(Contains 14 tables and 46 references.) (SM)

ED 463 245 SP 040 521

Decker, Kelly A.; Ware, Herbert W.
Elementary Teacher Planning Time: Teacher Use; Parent Perception.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Faculty Development; Parent Attitudes; *Planning; Teacher Attitudes; *Teacher Responsibility; *Time Management

This study investigated how elementary teachers used one particular form of planning time available to them. Interviews with and observations of 30 teachers from 6 suburban elementary schools examined their use of a 30-minute planning period. The interviews and observations produced 24 activities which were listed on a questionnaire and circulated to teachers and parents. The teachers and parents ranked the items based on their perceptions of frequency of engagement. These teacher and parent rankings were then correlated for the two groups and with the frequency and duration of teacher task performance observed during the planning time. The differences in the correlation of teacher and parent perceptions, when coupled with the variability in parent rankings, suggest that parents lacked understanding of planning time available to teachers and how it was actually used. Teachers used their time in discretionary and flexible ways. Very little of the time was devoted to tasks that would enhance instructional delivery.

learners. The statements reflected key language acquisition principles drawn from research and practice in the fields of bilingual education and English as a Second Language (ESL). Data analysis indicate that respondents generally agreed with language acquisition principles that are widely accepted as core to bilingual education and ESL. The strongest agreement was with statements about the importance of developing a child's native language. The strongest positive correlation was between agreement with accepted language acquisition principles and pre-service teacher proficiency in a second language and with coursework in bilingual education. A significant percentage of all student teachers claimed some prior experience working with non-English speaking children, mostly through classroom observations in public schools, volunteer work in youth programs outside the classroom, and one-on-one tutoring. Most respondents did not intend to teach in bilingual or ESL classrooms. (Contains 34 references.) (SM)

ED 463 265   SP 040 558

Vos, Robert
Collaborating To Close the Achievement Gap.
PUB DATE- 02
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Standards; *College School Cooperation; Educational Improvement; Elementary Secondary Education; Higher Education; *Partnerships in Education; School Business Relationship; *School Community Relationship; State Standards; *Urban Education
IDENTIFIERS- *Achievement Gap; Dade County Public Schools FL

Central EXPRESS (Exceptional People Renewing Education for Students and Schools) is a collaborative partnership for systemic educational reform targeted to 14,000 students, over 700 teachers and other professionals, and 11 schools in one Miami, Florida, high school feeder district. It provides services, resources, and activities at multiple points in the pre-K to postsecondary continuum. The effort is assets-based and designed to build capacity within the student, professional, and parent community using a comprehensive, holistic approach. Project activities support standards-based performance for students. The initiative's main goals are to improve student performance in reading, math, science, writing, social studies, and technology infusion. One of the means of achieving that goal is providing professional development for teachers. Professional development activities include an instructional leadership cadre, a new teacher induction program, national conferences, a Master's degree in urban education, a Peace Corps fellows program, focus group interview training, school leaders' retreats, and a professional travel fund. Funds are also available to principals for site-specific staff development. While all of the schools still have low ratings, all but the high school are making gains on the statewide assessment test. (SM)

ED 463 266   SP 040 560

Murrell, Peter C., Jr.

work with disadvantaged students; offering student loan forgiveness to people willing to teach in high-needs schools and subject areas; allowing teachers to enforce discipline without fear of litigation; providing a teacher tax deduction for educational supplies purchased; and giving school districts and states the flexibility to spend federal money on what they need the most. (SM)

ED 463 285 SP 040 623

Denner, Peter R.; Salzman, Stephanie A.; Harris, Larry B.
Teacher Work Sample Assessment: An Accountability Method That Moves beyond Teacher Testing to the Impact of Teacher Performance on Student Learning.
PUB DATE- 02
NOTE- 48p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002). Appended material is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Accountability; Early Childhood Education; Elementary Secondary Education; Evaluation Methods; Higher Education; *Performance Based Assessment; Preservice Teacher Education; Special Education; Student Evaluation; Student Teacher Evaluation; *Teacher Certification; Teacher Competencies; *Work Sample Tests

This paper shows how a mid-sized teacher education institution proactively developed a performance assessment method, Teacher Work Samples (TWSs), addressing the school's efforts to use TWSs to obtain evidence of the impact of teacher performance on student learning. The paper examines challenges faced in developing and implementing TWS assessments and how the school uses TWSs to hold graduates accountable for program and state standards. It also presents evidence supporting the validity and reliability of using TWSs for high-stakes assessment and program accountability. Evidence comes from over 400 work samples collected during the 2000-02 academic year. Candidates completed two TWSs in conjunction with two internships taken during the teacher education program. Overall, TWS assessments met the elements of Crocker's (1997) content representativeness (frequency, importance or criticality, and realism). The TWS measured state standards targeted in the work sample. Ratings found using the analytic scoring rubric were sufficient for making judgments regarding candidates' TWS performance. TWS performance remained constant from students' first to second internship experiences. Determination of the quality of assessment evidence was problematic. The study found that evidence of the impacts of candidate performance on student learning must be embedded within the context of the quality of the assessment evidence. Teacher Work Sample Index of Student Learning Assessment (published by the College of Education, Idaho State University) is appended. (Contains 15 tables and 19 references.) (SM)

ED 463 286 SP 040 624

Denner, Peter; Miller, Terry; Newsome, Jack; Birdsong, Julie
The Use of Complex Case Analysis To Make Visible the Quality of Teacher Candidates.
PUB DATE- 02
NOTE- 34p.; Paper presented at the Annual Meeting of the American

(Mathematics); *Item Response Theory; Maximum Likelihood
Statistics
IDENTIFIERS- *Multidimensionality (Tests)

An evaluation of the variation of item estimates was conducted for the multidimensional extension of the logistic item response theory (MIRT) model. The empirically determined standard errors (SEs) of marginal maximum likelihood estimation (MMLE)/Bayesian item estimates from 40 items from the ACT Assessment (Form 24b, 1985) were obtained when the same set of items was repeatedly eliminated from test data. These empirically determined SEs were then compared with their corresponding analytical (or formula-based) ones. Both approaches, in general, resulted in similar SE estimates for the same set of items. This empirical comparison implies that the analytical approach has the potential of being used for approximately estimating the magnitudes of SEs of the MMLE/Bayesian item estimates. Tabulation of the analytical SEs for several combinations of item parameters (e.g., low item difficulty, high item discrimination, and low item discrimination was provided as a reference. In addition, the graphical three-dimensional representation of the SEs of item estimates as the bivariate function of item difficulty together with item discrimination was displayed. How to apply the analytical SEs of MIRT item estimates in a MIRT item linking study is illustrated. (Contains 4 tables, 2 figures, and 19 references.) (Author/SLD)

ED 463 305 TM 033 737

Headrick, Todd C.; Beasley, T. Mark
A Method for Simulating Correlated Non-Normal Systems of Statistical Equations.
PUB DATE- 02
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; *Equations (Mathematics); Monte Carlo Methods; *Simulation; Statistical Analysis
IDENTIFIERS- *Nonnormal Distributions

Real world data often fail to meet the underlying assumptions of normal statistical theory. Many statistical procedures in the psychological and educational sciences involve models that may include a system of statistical equations with non-normal correlated variables (e.g., factor analysis, structural equation modeling, or other complex applications of the general linear model). Monte Carlo techniques were used to test the appropriateness of statistical procedures when the underlying assumptions of these procedures are violated. There is a paucity of methods for generating systems of statistical equations in a simple and efficient manner. Thus, the focus of the current study was to derive a general procedure for simulating correlated non-normal systems of statistical equations with a focus on computational efficiency. The procedure allows for the systematic control of correlated non-normal: (1) stochastic disturbance terms; (2) independent variables; and (3) dependent and independent variables within a system. A numerical example is provided to demonstrate the procedure. The results of a Monte Carlo simulation are provided to demonstrate that the proposed method generates the desired population parameters and intercorrelations. Two appendixes

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; *Calculators; *High School Students; High Schools; *Item Bias; *Mathematics Tests; *Scores; State Programs; Testing Problems; Testing Programs

The effect of calculator type on student performance on a mathematics examination was studied. Differential item functioning (DIF) methodology was applied to examine group differences (calculator use) on item performance while conditioning on the relevant ability. Other survey questions were developed to ask students the extent to which they used a calculator, the perceived usefulness of the calculator, and how often it was used in the classroom. In addition, content experts were asked to identify whether an item was sensitive to calculator usage, the potential for being useful or distracting, and how the type of calculator would affect student performance. Student test data was obtained from the Tennessee Gateway assessment end-of-course test in Algebra 1. Six forms of the test were spiraled with approximately 7,000 students taking each form. No evidence of pervasive uniform difference in DIF resulting from calculator use was detected in this data. The type of questions in this assessment tended not to be sensitive to differential calculator use and did not impact test performance significantly. DIF was also not evident for students who used calculators versus those who did not. Calculator type, use, and familiarity were associated with differences in the univariate comparison of test scores. For example, students who responded that they used a graphing calculator performed higher than the other groups. Classroom practice and experience with calculators appeared to vary widely. Results from the expert judgment indicate that items with more egregious sensitivity to calculator use could be identified, although experts tended to over-identify items as being sensitive to calculator use. One appendix contains survey items related to calculator use, and the other describes the Linn-Harnisch DIF procedure. (Contains 3 figures, 4 tables, and 15 references.) (SLD)

ED 463 327 TM 033 759

McLain, Barbara
Strategies To Engage Students in Learning: Results of a Statewide Survey of Public High Schools in Washington State.
PUB DATE- 02
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Development; Case Studies, Educational Change; *High School Students; High Schools; Learning Strategies; Portfolio Assessment; Portfolios (Background Materials); *Program Implementation; Surveys
IDENTIFIERS- *Student Engagement; *Washington

During the 2000-2001 school year, the Washington State Institute for Public Policy conducted a study of how public high schools in Washington State are responding to state education reform. One aspect of the study was the experiences of high schools with various strategies to increase student engagement in learning. This paper summarizes study findings and highlights the implications of the research for schools, policymakers, and researchers. In early 2001, researchers conducted a survey of

37 references.) (SM)

ED 463 347   UD 034 862

Opening the Door To Let the Future In.
PUB DATE- 01
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Advocacy; Child Welfare; Employment; *Homeless People; *Housing Needs; Low Income Groups; Urban Areas
IDENTIFIERS- Action Plans; *Pennsylvania (Philadelphia)

This plan is intended to stimulate action to end homelessness in Philadelphia by 2010. Based on local and national research on homelessness, it examines how to achieve this goal, highlighting advocacy, information, services, housing, jobs, communications, accountability, and resources. Research indicates that many dedicated people are working on ending homelessness; active federal participation has had disappointing results; each unique community must custom-design its solution; and proper sequencing of strategies is important. The plan highlights 30 issues, including ending, not managing, homelessness; housing first, rehabilitation second; accountability is essential; employment is necessary in building stability; a plan to end homelessness must have timetables, systems, and resources; and homelessness devastates children. The plan emphasizes creating independent living situations for homeless people. Eight essential components of the 2010 plan are community commitment to change, information, inclusion, housing, employment, awareness, accountability, and prevention. Ten action steps toward the goal of ending homelessness by 2010 include: convene a summit session of key leaders; create a database on homelessness issues; form a task force to establish an end-of-homelessness strategy with the state and federal government; and form a financial oversight committee with more than advisory responsibilities. (SM)

ED 463 348   UD 034 863

Lowe, Eugene T.
A Status Report on Hunger and Homelessness in America's Cities, 2001: A 27-City Survey.
PUB DATE- 01
NOTE- 139p.; For the 2000 Report, see ED 449 244. Prepared with the assistance of Art Slater, James Welfley, and Doreen Hardie.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Children; Emergency Shelters; Family Income; *Homeless People; *Housing Needs; *Hunger; *Low Income Groups; Poverty; Public Housing; Questionnaires; *Urban Areas; Working Poor
IDENTIFIERS- Food Assistance Programs

To assess the status of hunger and homelessness in U.S. cities during 2001, data were collected from 27 cities on demands for emergency food assistance and shelter and the capacity of local agencies to meet that demand; causes of hunger and homelessness and demographics of populations experiencing them; exemplary responses; availability of affordable housing for low income people; and the outlook for the future. Requests for emergency food assistance increased 23 percent over the previous year in scrutiny." A court evaluates whether the policy serves a "compelling governmental interest" and is "narrowly tailored" to satisfy that interest. The courts have ruled that a "strong basis of evidence" is usually required to justify a race-conscious policy. Government interests can be divided into remedial, such as correcting past discrimination, and non-remedial, such as reducing racial isolation. The Supreme Court has held that two situations are not compelling governmental interests: remedying societal discrimination and providing role models for racial minorities. The narrow tailoring requirement evaluates whether a race-conscious policy is necessary to satisfy a compelling government interest. There is no single test for narrow tailoring, but several courts have relied on factors offered in United States v. Paradise, which upheld a court-ordered promotion plan to remedy discrimination in public employment. Judge Powell's "Bakke" opinion suggests that the use of race as a factor among several admissions factors is a narrowly tailored policy to promote educational diversity. (SM)

ED 463 368 UD 034 892

Constitutional Requirements for Affirmative Action in Higher Education Admissions and Financial Aid.
PUB DATE- 01
NOTE- 13p.; For related documents from the Research Roundtable: Affirmative Action in Higher Education and K-12, sponsored by The Civil Rights Project, Harvard University, see UD 034 891 and UD 034 893.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Affirmative Action; *Civil Rights; Court Litigation; Diversity (Student); Educational Legislation; Educational Policy; Equal Education; Federal Government; Higher Education; Minority Groups; *Racial Discrimination; *Selective Admission
IDENTIFIERS- United States Constitution

Race-conscious affirmative action programs in higher education are subject to strict scrutiny, which is the highest standard of review used by the courts to evaluate a policy's constitutionality. The courts employ a two-part test, examining whether the policy serves a compelling governmental interest (the underlying goal of the policy must be especially important and must be supported by sufficient evidence) and whether the policy is narrowly tailored to satisfy that interest (the policy is necessary to achieve the compelling interest and there are no race-neutral or less burdensome alternatives that could achieve the same interest). Institutions of higher education have advanced two types of compelling interests to justify their race-conscious admissions and financial aid policies: promoting educational diversity and remedying the present effects of past discrimination. The narrow tailoring requirement tests the fit between a compelling governmental interest and the policy adopted to satisfy that interest. The courts evaluate whether a race-conscious policy is necessary to achieve the compelling interest and examine policies that are race-neutral or less burdensome on non-minority students. The paper examines the current state of the law, evidence from the university, and questions in the law. (SM)

ED 463 369 UD 034 893

Constitutional Requirements for Race-Conscious Policies in K-12

Rushing, and Ellen Taylor). (SM)

ED 463 387   UD 034 918

Flaxman, Erwin, Ed.
Evaluating School Violence Programs. Urban Diversity Series.
SPONS. AGENCY- Metropolitan Life Foundation.; Office of Educational Research and Improvement (ED), Washington, DC.; American Association of Physics Teachers, College Park, MD.
PUB DATE- 01
NOTE- 82p.; For Urban Diversity Series No. 112, see ED 441 915.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Conflict Resolution; *Educational Research; Elementary Secondary Education; Needs Assessment; *Program Evaluation; Research Methodology; Resource Materials; School Safety; Urban Schools; *Violence
IDENTIFIERS- *Risk Reduction

The essays in this collection review information, resources, and guidelines on the basic principles of internal evaluations of school violence programs. This information can help staff with program definition, planning, implementation, continuous improvement, and measurement of outcomes. "Introduction" (Erwin Flaxman), examines types of evaluation, the evaluation process, and program evaluation in school and community-based settings and implications for policy. The three essays include "Challenges to Evaluating School and Community-Based Violence Prevention Programs: A Framework for Action" (Daniel J. Flannery and Megan Seaman); "The Assessment of Conflict Resolution Programs" (Morton Deutsch); and "Evaluating School and Community-Based Violence Prevention Resource Guides: What To Look for, What to Do" (Daniel J. Flannery and Megan Seaman). (Papers contain references.) (SM)

ED 463 388   UD 034 919

Glewwe, Paul
Schools, Skills and Economic Development: Education Policies, Student Learning and Socioeconomic Outcomes in Developing Countries. Bulletin.
PUB DATE- 01
NOTE- 76p.; Produced by the Economic Development Center.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Development; *Developing Nations; *Economic Development; Educational Policy; Elementary Secondary Education; Foreign Countries; Labor Market; Learning; *Outcomes of Education; Productivity; *Socioeconomic Influences

This paper reviews recent research on the determinants of educational outcomes and the impact of those outcomes on other socioeconomic phenomena. It investigates the relationship between education and economic growth and development in emerging countries. The paper addresses school policies that are most cost-effective in producing students with particular cognitive skills, such as literacy and numeracy; the relationship between schooling, particularly cognitive skills acquired in school, and labor productivity; and the impact of schooling, especially cognitive skills, on other socioeconomic outcomes. Until recently, most empirical studies that examined what school policies were most cost-effective in producing

Small/Rural Community Colleges. Report of the Commission on Small and/or Rural Community Colleges.
PUB DATE- 88
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Community Colleges; *Community Development; Economic Development; Educational Development; Nonmetropolitan Areas; *Rural Areas; *Rural Development; Rural Environment; *Rural Schools; *Small Colleges; Two Year Colleges

This monograph, commissioned by the American Association of Community and Junior Colleges, presents information on the issues and practices of small and/or rural community colleges in the United States. Although a significant number of students enrolled in the nation's two-year colleges are attending small and rural colleges, there is a dearth of information about the qualities that make these institutions somewhat different from their larger urban counterparts. Frequently the research and resulting literature focus on larger, more financially developed systems that are on the cutting edge of innovation. This monograph was prepared to help create a basis of information from which additional research might be stimulated. The chapters include: (1) "Two-Year College Education on the Horizon" (G. Fisher); (2) "Economic Development" (D. Donato); (3) "Cultural and Civic Responsibility" (M. Weiss); (4) "High School Connections and Partnerships" (B. Thames); (5) "Literacy Practices" (J. Young); (6) "Uses of Technology" (R. Anderson); (7) "Resource Development" (J. Flower); and (8) "Commitment to Access" (J. Pickleman and M. Nigliazzo). (JCC)

ED 463 027 JC 020 254

Gabriner, Robert S.
Building an Information-Rich Environment in a Community College: The Decision Support System at City College of San Francisco.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the Research and Planning Group for California Community Colleges (39th, Lake Arrowhead, CA, May 2-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Access to Information; Administrator Attitudes; College Role; Community Colleges; Educational Assessment; *Educational Technology; *Information Networks; Institutional Research; Professional Development; Student Attitudes; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

This document is a report on the City College of San Francisco Decision Support System (DSS). The DSS is a Web-based information system, designed to provide quick access to college information and services for students, faculty, and staff. It includes data on student demographics, course offerings, productivity of departments, student success rates, course completion percentages, degrees, and certificates. Data can be obtained through the DSS for specific courses and sections as well as for different campuses and the entire community college. Survey results from students, faculty, and staff show that the DSS is viewed as a very useful college service. Other survey findings include: (1) the chair of the Mathematics Department used the system to look for unmet demand among match courses and sections; (2) the English Department was able to routine. The paper reviews research on resilience and the protective factors that help build this trait in children. The paper also discusses parents' positive responses in a survey about their children's resilience after spending time in back-up care. (Contains 11 references.) (EV)

ED 463 046 PS 030 137

Martin, Sylvia S.
Music and Inclusion: A Performance Partnership.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Biennial Conference of the International Association of Special Education (7th, Warsaw, Poland, July 22-26, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Disabilities; *Inclusive Schools; Learning Activities; Music; *Music Activities; Peer Relationship; *Preschool Children; Preschool Education
IDENTIFIERS- *Inclusion Facilitators

This paper asserts that music is a non-intrusive medium for promoting social interaction among young children. The paper presents examples of music as an "inclusion facilitator"--an occurrence that supports and encourages the interaction and learning of all children, with or without disabilities, but does not disrupt the children's natural environment. In this scenario, there is no formal music lesson; rather, music is the context in which different types of learning occur. General skills for all children and specific skills for children with disabilities are addressed within the music activity. The paper provides examples of the use of music as an inclusion facilitator based on the literature of music use and how music may be viewed contextually as a performance partnership. (Contains 18 references.) (EV)

ED 463 047 PS 030 138

Recess and the Importance of Play. A Position Statement on Young Children and Recess.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; *Childhood Needs; Cognitive Development; Elementary Education; Emotional Development; Outdoor Activities; Physical Activities; Physical Development; Play; Playground Activities; *Position Papers; Preschool Education; *Recess Breaks; Social Development; *Young Children
IDENTIFIERS- *National Association Early Childhood Specialists

In this position statement, the National Association of Early Childhood Specialists in State Departments of Education asserts that recess is an essential component of education and that preschool and elementary school children must have the opportunity to participate in regular periods of active, free play with peers. The statement summarizes research on the benefits of recess and play on social, emotional, physical, and cognitive development; delineates current concerns about the elimination of recess by many schools; and offers recommendations about recess and the young child.

driving many efforts. Most efforts have involved significant help from national or regional intermediaries focused on child care and economic development. Challenges for CDCs include ambivalence about focusing on a specific age group and the need for technical assistance and support. (Appended is contact information for the profiled sites and the national intermediaries. Contains 23 endnotes.) (KB)

ED 463 066 PS 030 206

Hess, Doug; Weill, Jim
State of the States: A Profile of Food and Nutrition Programs across the Nation. 2002 Update .
PUB DATE- 02
NOTE- 73p.; For the 2000 update, see ED 452 949.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Breakfast Programs; Enrollment; Federal Programs; *Food; Hunger; Lunch Programs; *Nutrition; Participation; Poverty; Profiles; *State Programs; *Trend Analysis; Unemployment
IDENTIFIERS- *Child Nutrition Programs; *Food Assistance Programs; Food Stamp Program; School Lunch Program; Women Infants Children Supplemental Food Program

Noting that problems of high rates of poverty, hunger, and food insecurity will persist unless steps are taken to reduce them, this report of the Food Research and Action Center details food and nutrition programs throughout the country. The report, designed for use by the federal government, states, localities, advocates, religious organizations, schools, service providers, and non-profit organizations, presents data on the extent of hunger and on nutrition usage for the nation as a whole and for each of the 50 states and the District of Columbia. The following federal programs are described: (1) Food Stamp Program; (2) National School Lunch Program; (3) National School Breakfast Program; (4) Summer Food Service Program; (5) Child and Adult Care Food Program; (6) Special Supplemental Nutrition Program for Women, Infants and Children (WIC); and (7) the Emergency Food Assistance Program. The bulk of the report contains profiles detailing participation in each of the above programs as well as information on demographics, poverty, unemployment, and financial benefits for needy families. Additional data tables include information on food stamp program participation from 1996 to 2001. (KB)

ED 463 067 PS 030 207

Albee, Michelle; Cates, Jessica; Hayes, Louise; Henchy, Geri; Hess, Doug; Odell, Denise; Parker, Lynn; Phelps, Anne; Schwartz, Sonya; Vollinger, Ellen; Weedall, Crystal; Weill, Jim; Woo, Nicole
Good Choices in Hard Times: Fifteen Ideas for States To Reduce Hunger and Stimulate the Economy.
PUB DATE- 02
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Breakfast Programs; *Change Strategies; *Children;

an issue of play from one of three categories--the role of adults in play, the cultural meanings of play, and the issues related to play in special settings. Following the introduction, the chapters are: (1) "Can Too Many Cooks Spoil the Broth? Beliefs about the Teacher's Role in Children's Play (Spielberger and McLane); (2) "'Teacher, They Won't Let Me Play!' Strategies for Improving Inappropriate Play Behavior" (Bartolini and Lunn); (3) "Aggression in the Playroom: Teaching Conflict Resolution to Children" (Levin); (4) "'We Don't Play Like That Here!' Understanding Aggressive Expressions of Play" (Ardley and Ericson); (5) "What's Wrong with Playing Cowboys and Indians?: Teaching Cultural Diversity to Preschoolers" (Klein and Mills); (6) "'Eenie, Meenie, Mynie Mo': The Persistence of Racial Definitions in Play" (Malone-Fenner); (7) "'But Are They Learning Anything?' African American Mothers, Their Children, and Play" (Williams); (8) "The Welcoming Place: Tungasuvvingat Inuit Head Start Program" (Reynolds); (9) "Helping Parents Take the Lead: Preparing Children for Health Care Procedures" (Hartley); (10) "Roundabout We Go: A Playable Moment with a Child with Autism" (Phillips); (11) "Eddie Goes to School: Facilitating Play with a Child with Special Needs" (Allen and Brown); (12) "'Every Time They Get Started, We Interrupt Them': Children with Special Needs at Play" (Henderson and Jones). The chapters all include discussion questions and suggested readings and resources. (Contains 84 references.) (HTH)

ED 463 085 PS 030 230

Kids Count in Delaware, Families Count in Delaware: Fact Book, 2002.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 02
NOTE- 149p.; For 2000-2001 edition, see ED 448 938.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Child Abuse; Child Health; Child Welfare; *Children; Community Support; Counties; Demography; Dropout Rate; Drug Abuse; Early Parenthood; Elementary Secondary Education; *Family (Sociological Unit); Foster Care; Health Insurance; Mortality Rate; One Parent Family; Out of School Youth; *Poverty; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; *Well Being; Youth Problems
IDENTIFIERS- Child Mortality; *Delaware; *Indicators; Women Infants Children Supplemental Food Program

This Kids Count Fact Book is combined with the Families Count Fact Book to provide information on statewide trends affecting children and families in Delaware. The Kids Count statistical profile is based on 11 main indicators of child well-being: (1) births to teens 15-17 years; (2) births to teens 10 to 14 years; (3) low birth weight babies; (3) infant mortality; (4) child deaths; (6) teen deaths by accident, homicide, and suicide; (7) juvenile violent crime arrests; (8) high school dropouts; (9) teens not in school and not working; (10) children in poverty; and (11) children in one-parent households. Additional issues affecting children profiled in the report include: prenatal care; children without health insurance; child abuse and neglect; and foster care. The report notes an improvement in births to teens, child death rate, and teens not graduating and not enrolled in school. Of concern are the increasing rates of low birthweight babies; infant areas to accept waste. Many success stories in rural America are, upon closer examination, not really examples of rural development but of urban expansion. If rural America is to be competitive with other developed regions, it will have to improve the skill levels of the local labor force, and rural places will have to integrate themselves into markets. As the key factor in the future competitive position of states, education has become too important to be left to local control, and the independence of rural school boards is declining. Development entails specialization and scale effects, and rural places need to find ways to accomplish them without being captured by an urban center. To achieve scale effects and maintain local control, rural places will have to cooperate within some functional economic and political structure. (Contains 13 references.) (TD)

ED 463 103 RC 023 405

No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, Nevada, March 7-9, 2002).
PUB DATE- 02
NOTE- 284p.; For selected individual papers, see RC 023 406-431.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Distance Education; Early Childhood Education; Educational Cooperation; Educational Practices; Elementary Secondary Education; Higher Education; *Professional Development; *Rural Education; Rural Schools; *Special Education; *Teacher Education

This proceedings contains 59 conference papers and presentation summaries concerned with rural special education. The papers are arranged in 11 sections covering at-risk students, collaborative education models, early childhood education, impacting governmental policy, inservice teacher and administrator education, multicultural education, parents and families, preservice teacher education, distance education and technology, transition practices, and other. The papers provide a rural perspective on various topics, including discipline problems and behavior management, team building, use of paraprofessionals, academic accommodations, college-school collaboration, peer tutoring, professional development in rural areas, classroom techniques, teacher recruitment and retention, the role of rural school principles in special education, multicultural education, parent participation, working with minority group families of children with disabilities, alternative teacher certification, distance education practices, Web-based instruction, transition strategies, alternate assessment, and classroom research. An author index is included. (SV)

ED 463 104 RC 023 406

Dover, Wendy F.
Managing Paraeducators in Rural Inclusive Classrooms.
PUB DATE- 02
NOTE- 8p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, NV, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Lemke, June Canty
Preparing the Best Teachers for Our Children.
PUB DATE- 02
NOTE- 8p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, NV, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission Criteria; College Students; *Court Litigation; *Due Process; Evaluation Methods; Higher Education; *Preservice Teacher Education; Program Descriptions; *School Policy; Student Evaluation; Student Rights; Teacher Characteristics
IDENTIFIERS- *Gonzaga University WA

A review of court decisions concerning the dismissal of college students from professional programs revealed that courts upheld school decisions when the institution followed its own published processes and the student's rights had been observed. In the wake of four lawsuits, a Washington university initiated three processes to protect the institution from litigation concerning admission to and dismissal from its teacher education program. A professional skills lab screens out program applicants and introduces faculty to the skills and needs of prospective students. A theory of identifying personality types is presented, and small groups of students are given situations they might encounter as teachers and are asked to come to consensus about what they would do in such situations. Faculty observe and record. Students who show insufficient potential for teaching are identified and counseled out of the program. At the lab, a manual apprising students of their rights and responsibilities and the monitoring process used is distributed. Students sign a receipt acknowledging they received the manual and promised to read it. In addition, a system was developed in which faculty record anecdotally any incidents that cause them concern. These are sent to the program director who tracks student progress and meets with students to discuss concerns. Since initiating this process, not one student has been dropped from the program after being admitted, and no lawsuits have been filed against the institution. (Contains 22 references). (TD)

ED 463 121 RC 023 423

Garnes, Lori; Menlove, Ronda; Adams, Elizabeth
A Qualified Special Educator for Every Student: Why This Isn't Happening and What Can Be Done about It?
PUB DATE- 02
NOTE- 8p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, Nevada, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Faculty Mobility; Job Satisfaction; Noninstructional Responsibility; Rural Schools; *Special Education Teachers; *Teacher Attitudes;

findings and focuses on how these results can be applied to classroom settings. Chapters include: (1) "Instructional Strategies"; (2) "Developing Students' Scientific Thinking and Learning Skills"; (3) "Emotional Aspects of Science Learning"; (4) "Social Aspects of Science Classroom"; (5) "Using Technology in Science Teaching"; (6) "Informal Science Learning"; and (7) "Assessment in the Science Classroom." Each chapter presents a collection of teaching tips, concisely presented in a user-friendly format which includes: "THE TIP"; "What the Research Says"; "Classroom Applications"; "Precautions and Possible Pitfalls"; and "Bibliographies." An index is also included (YDS)

ED 463 139 SE 065 416

Addington, Susan; Clemens, Herbert; Howe, Roger; Saul, Mark
Four Reactions to "Principles and Standards for School Mathematics."
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Instruction; *National Standards
IDENTIFIERS- *National Council of Teachers of Mathematics

This essay presents four reactions to the National Council of Teachers of Mathematics (NCTM) "Principles and Standards for School Mathematics" (PSSM). The four respondents include three university mathematics professors and one teacher. The first author describes the publication as refreshingly free of mathematics education jargon, carefully organized, and written with significant input from mathematicians. The second author states that PSSM is a responsible, insightful, balanced, and inspiring document. The third author acknowledges the strengths of the document but argues that there is too much emphasis on curriculum and insufficient emphasis on teacher training. The final author imagines the document being read 100 years after its publication and concludes that it is an important, if flawed, document, particularly in the area of geometry. (MM)

ED 463 140 SE 065 528

Picard, Gilles; Pineau, Kathleen
Help in Using Symbolic, Hand-Held Calculators in Teaching Engineering Mathematics.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Applications of Computer Algebra Conference (Albuquerque, NM, May 31-June 3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Engineering Education; *Graphing Calculators; Higher Education; Mathematics Education; Teaching Methods

Since the 1999 fall semester, the TI-92 Plus or the TI-89 has been a compulsory purchase for new students entering one engineering school in Montreal, Canada (almost 1000 enrolments a year). The purpose of this paper is to share impressions of a campus-wide experience and to communicate solutions adopted to help students and faculty members in the use of these calculators. (MM)

2002.
PUB DATE- 02
NOTE- 241p.; Grant provided by the Ohio Environmental Education Fund.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Environmental Education; Experiential Learning; Higher Education; *Resource Materials
IDENTIFIERS- Ohio

This directory, organized by region, lists sites and resources for environmental education programs in Ohio, including details of the programs, the services they offer, and the audiences they serve. The directory also includes details related to arboretums and gardens, camps, nature centers and preserves, museums, parks, zoos, environmental organizations, government agencies, and business and industries that provide opportunities for school field trips and general public visitation. (MM)

ED 463 165 SE 065 815

Lubienski, Sarah Theule
Traditional or Problem-Centered Mathematics? The Choices of Students and Parents in One District.
PUB DATE- 02
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Admission; College Bound Students; High Schools; *Mathematics Curriculum; *Mathematics Instruction; Parent Influence; Sex Differences; *Socioeconomic Influences; Student Attitudes
IDENTIFIERS- Core Plus Education

This study focuses on one district that recently began offering high school students a choice between its traditional algebra sequence and a new, integrated sequence based on Core Plus texts. The students in this district have experienced problem-centered instruction throughout elementary and middle school. However, when 600 students and their parents were asked to chose between the 2 high school options, over 82% chose the traditional sequence. Additionally, significantly more females than males chose the traditional sequence. Students and parents were surveyed about the factors underlying their choices. These factors were analyzed with attention to option choice, SES, and gender. Overall, parents who preferred the traditional sequence were less concerned about the development of real-world problem solving skills or their children's enjoyment of mathematics, and focused instead on the curriculum's potential to prepare students for future academic hurdles (e.g., college entrance). Lower-SES parents were most concerned about their children's college preparation and were also most likely to be influenced by teachers' advice, despite the fact that they were least likely to have actually talked with teachers directly. Comparisons of decision factors by gender revealed few strong patterns, but the data do suggest that, contrary to common wisdom, males may be more likely than females to enjoy working in groups in mathematics classrooms. Additionally, more males than females reported wanting to be challenged in their the Site: Maps" (Moravian Settlements in the Mid-Atlantic Region); "Determining the Facts: Readings" (Early History of the Moravian Community; The Choir System; Moravian Town Planning); "Visual Evidence: Images" (Bethlehem, Pennsylvania, 1766; The Gemeinhaus; Single Brethren House; Single Brethren House, Floor Plans; Bethlehem Tannery; Moravian Chapel); "Putting It All Together: Activities" (Developing a Time Line; Mapping a Neighborhood); and "Supplementary Resources." (BT)

ED 463 186   SO 032 159

Sperling, Carol E.
Castolon: A Meeting Place of Two Cultures. Teaching with Historic Places.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Context; Elementary Secondary Education; *Heritage Education; Historic Sites; *Land Settlement; *Local History; Primary Sources; Social Studies; Student Educational Objectives; *United States History
IDENTIFIERS- *Frontier History; Mexico United States Border; National Register of Historic Places; Westward Movement (United States)

Castolon, a small trading and farming community in far southwest Texas has a history that includes harmonious mixing of the people along the United States-Mexico border. The first inhabitants were American Indians who hunted and farmed. By 1900, the area began to attract U.S. and Mexican farmers and ranchers interested in establishing homesteads. Just after the Mexican Revolution ended, two men created a farming, ranching, and storekeeping partnership at Camp Santa Helena, now known as Castolon. They named their business La Harmonia Company, a name they hoped would reflect a continuing condition of the area, harmony among people. This lesson about frontier life in Texas is based on the National Register of Historic Places registration file, "Castolon Historic District" and other source materials. It can be used in teaching units on westward expansion or U.S. geography. Students practice map reading skills and analyze photographs and primary documents. Following an explanatory introduction ("About This Lesson"), which also lists objectives and materials for students, the lesson is divided into six sections: "Setting the Stage: Historical Context"; "Locating the Site: Maps" (Texas; Southern Part of Big Bend); "Determining the Facts: Readings" (Settling the Big Bend; Captain Lafferty's Report; Colonel Hornbrook's Recruiting Announcement; Frontier Border Trading Post); "Visual Evidence: Images" (La Harmonia Store, 1961; Cotton Fields with the Sierra Ponce in the Background; Old Cotton Gin at Castolon; La Harmonia Store, Garage, Shop and Water Tower, 1955; Castolon, Texas; Cerro Castellan, from Castolon); "Putting It All Together: Activities" (Growing Up in Castolon; Learning Some Spanish; Comparing Castolon to the Local Community); and "Supplementary Resources." (BT)

ED 463 187   SO 032 182

Robinson, Marion
Frederica: An 18th-Century Planned Community. Teaching with Historic Places.
PUB DATE- 00

1912. The Constitution Community: The Emergence of Modern America (1890-1930).
PUB DATE- 01
NOTE- 14p.; For additional lessons, see SO 033 594 and 595 and ED 461 604.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elections; *Political Campaigns; *Presidential Campaigns (United States); Primary Sources; Secondary Education; Social Studies; *United States History
IDENTIFIERS- National Civics and Government Standards; National History Standards; *Political Cartoons; *Progressive Era; Progressivism; United States Constitution

The Progressive Era, as the period in history at the turn of the 20th century has come to be known, was a time of tremendous social, economic, and political changes, and the presidential election of 1912 typified the reform spirit of the period. Among the choices for president in 1912 were three major candidates, each of whom laid claim to successful reform measures. The reform candidates were Robert M. La Follette (later replaced by William Howard Taft), Theodore Roosevelt, and Woodrow Wilson. With reform-minded candidates as the top contenders, it was only a matter of time before the varied goals of the groups within the Progressive Party, from labor issues to conservation measures, would be addressed through legislation. This lesson relates to the goals of the Progressives at the state and federal levels and the significance of the election of 1912. It lays the groundwork for study of the 16th, 17th, and 19th Amendments to the U.S. Constitution. The primary sources are four political cartoons of the era by Clifford K. Berryman. The lesson correlates to the National History Standards and to the National Standards for Civics and Government. It offers historical background about the Progressive Era and the Election of 1912 (with four resources). It suggests teaching activities for classroom implementation, including interpreting the documents, creating cartoons, connecting to the newspaper, third-party statistics, role playing, and extension activity about cartoonist Clifford K. Berryman. Appended are a cartoon analysis worksheet and the Berryman cartoons. (BT)

ED 463 207 SO 033 597

Lawlor, John M., Jr.
FDR's First Inaugural Address: Declaring "War" on the Great Depression. The Constitution Community: The Great Depression and World War II (1929-1945).
PUB DATE- 00
NOTE- 27p.; Photographs may not reproduce adequately. For another lesson plan on the Great Depression and World War II, see SO 033 599.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Government Role; National Standards; *Persuasive Discourse; Presidents of the United States; Primary Sources; Secondary Education; Social Studies; Student Research; *United States History
IDENTIFIERS- Congress; *Depression (Economic 1929); National Civics and Government Standards; National History Standards; Presidential Messages; Roosevelt (Franklin D); United States

initiatives. The Utah Community Partnership legitimized the teaching of values and contributed to a community-wide awareness of character education. (Contains 6 tables, 13 references, and a statistical appendix.) (BT)

ED 463 225 SO 033 687

World History Humanities . Course of Study.
PUB DATE- 02
NOTE- 75p.; Funded by Idaho Humanities Council and Idaho Human Rights Education Center.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Course Content; *Cultural Context; High Schools; *Humanities; Public Schools; Social Studies; *State Standards; Student Educational Objectives; *World History
IDENTIFIERS- *Idaho

World history guides students to an understanding of culture, geography, and diversity of expression using a historical chronology that illustrates humankind's connections throughout the world. The state of Idaho mandates a core requirement of two credits to be completed in the field of arts and humanities. To achieve success in this core requirement, a student must gain content knowledge, practice critical thinking skills, and experience personal expression in the arts and humanities disciplines. Following an introduction, this Idaho course-of-study guide is divided into four blocks: (1) "Origins"; (2) "Developing Societies"; (3) "Conflict and Change"; and (4) "Relationships." Each block is subdivided by "Goal and Objectives"; "Cultural Reflections"; "Idaho Achievement Standards"; "Suggested Activities"; and "Suggested Materials." Appendix A outlines Idaho Achievement Standards; Appendix B provides sample lessons and additional activities for three of the four blocks. (BT)

ED 463 226 SO 033 688

Social Science Exploratory. Course of Study.
PUB DATE- 02
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Citizenship Education; *Course Content; *Cultural Context; Grade 8; Middle Schools; Public Schools; *Social Sciences; *Social Studies; *State Standards; Student Educational Objectives
IDENTIFIERS- Idaho; Scope and Sequence; State Characteristics

This Idaho Social Science Exploratory course of study applies standards-based content knowledge and skills to an enhanced investigation of geography, history, entrepreneurism, and civic engagement at an eighth-grade level. The exploratory course draws upon the disciplines to emphasize concepts and generalizations from the social sciences, promotes the integration of skills and knowledge, encourages the transfer of knowledge and skills to life, and has the potential to challenge and excite students. Recalling the students' background knowledge of state, country, and world cultures, the course examines past and present events that have shaped and continue to shape the human experience. This explanatory

(Contains 17 references.) (SM)

ED 463 246 SP 040 531

HIV Prevention in Schools: A Tool Kit for Education Leaders.
PUB DATE- 02
NOTE- 16p.; Produced by the Leadership Campaign on AIDS, a Program of the Office of HIV/AIDS Policy. Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Alaska Natives; American Indians; Asian Americans; Blacks; *Comprehensive School Health Education; Elementary Secondary Education; Females; Health Promotion; Hispanic Americans; Pacific Americans; *Sex Education; Sexuality
IDENTIFIERS- Caribbean Americans

This packet of materials is Phase 1 of a toolkit designed to enlighten education leaders about the need for HIV prevention for youth, especially in communities of color. One element of the toolkit is a VHS videotape that features a brief message from former Surgeon General, Dr. David Satcher. The toolkit also includes a copy of a letter sent to constituents about the toolkit and a series of fact sheets on the current state of HIV/AIDS in Communities of Color. "HIV/AIDS and African Americans"; "HIV/AIDS and Minority Women;" "HIV/AIDS and Hispanics"; "HIV/AIDS and Adolescents and Young Adults"; "HIV/AIDS and American Indians/Alaska Natives"; "HIV/AIDS and Asian Americans/Pacific Islanders"; "HIV/AIDS and the Caribbean" (Puerto Rico and the U.S. Virgin Islands); and "HIV/AIDS and the United States." Appended is a sample op-editorial column, "Youth AIDS Prevention Requires a 'Community Classroom'" (David Satcher). (SM)

ED 463 247 SP 040 536

Lieberman, Joyce M.
Promoting Teacher Leadership in Urban Schools.
PUB DATE- 02
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Elementary Secondary Education; Graduate Study; Higher Education; *Instructional Leadership; Masters Degrees; National Standards; Preservice Teacher Education; Program Development; Teacher Role; *Urban Schools
IDENTIFIERS- National Board for Professional Teaching Standards; Teacher Knowledge; *Teacher Leadership

This paper recounts how one urban-based university addressed the need for teachers to acquire the knowledge and skills required to take on increasing types of leadership roles. The university formed a partnership with a nonprofit organization to design and implement a 32-semester hour master's degree program to address the issue. The program provided opportunities to outstanding classroom teachers to attain the knowledge, skills, and dispositions to be instructional leaders in their schools and to be involved in preparing future teachers. Five courses

African-Centered Pedagogy: Developing Schools of Achievement for African American Children. SUNY Series, The Social Context of Education.
PUB DATE- 02
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *African Culture; *Afrocentrism; *Black Students; Cultural Awareness; Elementary Secondary Education; Higher Education; Preservice Teacher Education

This book critically reinterprets several key educational frameworks and recommends integrating the historical, cultural, political, and developmental considerations of the African American experience into a unified system of instruction, highlighting practices that already exist and linking them to contemporary ideas and innovations concerning effective practice in African American communities. It features a case study analysis of a school seeking to incorporate the unified theory and embrace African-centered practice. The book suggests that key educational frameworks, although ineffective with African American children, hold promise if reinterpreted. Ten chapters are: (1) "The Wrong Frames for the Right Problem"; (2) "Traditions of African American Education: A Historical Perspective"; (3) "Culture, Cognition, and the Community of Achievement"; (4) "Overview of the Pedagogical Theory"; (5) "From a Community of Caring to a Community of Achievement"; (6) "Teaching as Assisted Performance in the African American Tradition"; (7) "The Classroom Ecology of Culture and Language"; (8) "Discourse Practices in a Community of Achievement"; (9) "Teaching for Understanding, Learning for Liberation"; and (10) "Appraising My Own Practice: African-Centered Pedagogy in Preparing Teachers." Three appendixes present a book list for African-centered graduate module, video review assessment sheet, and evaluation sheet for curriculum blueprint. (Contains 163 references.) (SM)

ED 463 267 SP 040 564

Dean, Ceri B.
State Policy Support for Professional Development in the Central Region.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; *Educational Policy; Elementary Secondary Education; *Faculty Development; Financial Support; Policy Formation; Teacher Improvement
IDENTIFIERS- Colorado; Kansas; Missouri; Nebraska; North Dakota; South Dakota; *State Policy; Wyoming

This study identified policies to increase states' role in teacher professional development in Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. It examined which elements defined each state's professional development policy and the extent to which policies were consistent with research on effective professional development policies and recommendations from national education organizations. Researchers reviewed key documents from each state and interviewed state education agency staff with primary

Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002). Appended worksheets not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Accountability; *Classroom Techniques; Elementary Secondary Education; Evaluation Methods; Higher Education; Preservice Teacher Education; *State Standards; *Student Motivation; Student Teachers
IDENTIFIERS- *Case Analysis; Idaho State University

Faculty members at Idaho State University evaluated the use of case analysis as an accountability measure for demonstrating teacher candidates' abilities to meet targeted course, institutional, and state teaching standards for student motivation and classroom management. Thirty-four teacher candidates completed a case analysis assessment. Predictive validity was explored by comparing the teacher candidates' case analysis scores with the teaching observation scores they received during a field-based internship. The findings support the generalizability of case analysis ratings made on the basis of a standards-based scoring rubric. The ratings were shown to differentiate levels of performance in accordance with those standards. Support for the content validity of the case analysis assessment was obtained by applying criteria for judging the content representativeness of performance assessments suggested by Crocker (1997), including realism, frequency, necessity, and importance of the targeted teaching behaviors to actual practice. The findings also support one aspect of the predictive validity of the case analysis assessment for appraising candidates' overall ability to manage a public school classroom. Evaluation worksheets used in study and published by the College of Education, Idaho State University, are appended. (Contains 22 references. (Author/SM)

ED 463 287 SP 040 625

Bales, Barbara L.
Paradigm Privilege: Determining the Value of Research in Teacher Education Policy Making.
PUB DATE- 02
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Policy; *Educational Research; Elementary Secondary Education; Higher Education; *Policy Formation; *Preservice Teacher Education; Qualitative Research; *Research Methodology; Statistical Analysis

This paper explains that despite the long debate over the relative value of quantitative and qualitative educational research and attempts to talk across disciplines, quantitative research dominates educational policy circles. As a result, quality qualitative research may not enter into educational policy conversations. The paper discusses whether there are times when the research frame selected yields potential limited answers, which are later used to inform educational policy. This is the case with the Center for the Study of Teaching and Policy's (CTP's) 2001 research report, which summarizes illustrate the derived method. (Contains 1 figure, 3 tables, and 42 references.) (Author/SLD)

ED 463 306 TM 033 738

Headrick, Todd C.; Zumbo, Bruno D.
Optimizing Experimental Designs Relative to Costs and Effect Sizes.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; *Costs; *Effect Size; Experiments; Models; *Research Design; Research Methodology; *Resource Allocation
IDENTIFIERS- Optimization

A general model is derived for the purpose of efficiently allocating integral numbers of units in multi-level designs given prespecified power levels. The derivation of the model is based on a constrained optimization problem that maximizes a general form of a ratio of expected mean squares subject to a budget constraint. This model provides more general closed form solutions than other available formulas. The proposed methodology allows for the determination of the optimal numbers of units for studies that involve more complex designs. In addition, the proposed model makes use of effect sizes and the estimates of variance components to optimize multi-level designs during the budget formulating stages. Thus, researchers are able to estimate the amount of currency needed to adjust power to a targeted level while precluding them from requesting too much or too little money in the budget planning phase of the study design. A procedure is also described for optimizing designs when estimates of variance components are unavailable. Case studies illustrate the methodology. Three appendixes contain supplemental calculations. (Contains 8 tables and 26 references.) (Author/SLD)

ED 463 307 TM 033 739

Cromwell, Susan
A Primer on Ways To Explore Item Bias.
PUB DATE- 02
NOTE- 23p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (25th, Austin, TX, February 14-16, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chi Square; *Item Bias; Item Response Theory; Scores
IDENTIFIERS- Delta Plot Method; *Item Bias Detection

This paper provides an introductory primer on methods for exploring item bias. The purposes of item bias analysis are to investigate whether test scores are affected by different sources of variance in the various subpopulations, and if different sources of variance are found, to determine if an unfair advantage exists. The review discusses three primary high school principals to which they received responses from 212 schools, representing 65% of all high school students in the state. Eight high schools were selected for more detailed case studies, and interviews were conducted with 18 administrators, 185 teachers and staff, 210 students, and 60 parents and community members. Findings show that approximately one-third of Washington's high schools are actively or very actively implementing portfolios, projects, pathways, and plans simultaneously. Case study participants believe that portfolios and projects need to be integrated into students overall education in order to be effective. They report that achieving integration takes high levels of time, resources, and commitment. Educators and parents also perceive that the demand to meet state learning standards could be in competition with efforts to engage students in learning. The study suggests that intensity seems to matter in implementation, that direction and support from policymakers may be needed, and that baseline research can be valid and valuable for policy and practice. (Contains 6 endnotes and 19 references.) (SLD)

ED 463 328 TM 033 760

Hong, Zuway-R; Veach, Patricia McCarthy; Lawrenz, Frances
An Investigation of Self-Esteem and School Achievement of Taiwanese Secondary Students.
PUB DATE- 02
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Foreign Countries; *High School Students; High Schools; *Personality Traits; *Prediction; *Self Esteem; Student Characteristics
IDENTIFIERS- Academic Self Concept; *Taiwan

This study investigated factors related to Taiwanese senior high school students' self-esteem. A total of 1,672 students (779 boys, 893 girls) in Kaohsiung City in Taiwan completed a Chinese version of the Secondary Student Questionnaire (SSQ; Z. Hong, 2001). In addition, interviews were conducted with six students from three different high schools (high, moderate, and low academic achievement) in order to determine whether their paper and pencil responses were consistent with their actual perceptions. Results reveal six significant predictors of self-esteem for the total sample, two significant predictors for self-esteem of high academic achievement and low self-esteem students, and two significant predictors for the self-esteem of low academic achievement and high self-esteem students. Results contribute to the development of self-esteem theory and to theories of personality development for Taiwanese adolescent personality. The paper discusses some strategies for increasing students' self-esteem. (Contains 22 references.) (Author/SLD)

ED 463 329 TM 033 761

Olina, Zane; Sullivan, Howard J.
Effects of Teacher and Self-Assessment on Student Performance.
PUB DATE- 02
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

most cities, and 14 percent of the requests went unmet. Over half of the people requesting food assistance were members of families, and over one-third were employed. Levels of resources available to emergency food assistance facilities increased by 12 percent. Low-paying jobs was the leading cause of hunger. Requests for emergency shelter increased by 13 percent over the previous year, with 37 percent of requests going unmet. Lack of affordable housing was the leading cause of homelessness. Requests for assisted housing by low-income people increased in most cities. Applicants waited an average of 16 months for public housing. Four appendices include charts on hunger and homelessness and on population, poverty, and unemployment; the 2001 questionnaire; and survey cities and mayors. (SM)

ED 463 349 UD 034 864

Park, Clara C., Ed.; Goodwin, A. Lin, Ed.; Lee, Stacey J., Ed.
Research on the Education of Asian and Pacific Americans.
PUB DATE- 01
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Aspiration; Adopted Children; *Asian American Students; *Cultural Differences; *Culturally Relevant Education; Diversity (Student); Elementary Secondary Education; Family Involvement; Foreign Countries; Higher Education; Mathematics Education; *Pacific Islanders; Racial Factors; Reciprocal Teaching; Sex Bias; Socialization; Vietnamese People
IDENTIFIERS- Indian Americans; Micronesia; Southeast Asians

This collection of papers examines educational issues concerning K-college Asian and Pacific American students. The 10 papers are: (1) "Educational Aspirations of Southeast Asian Students" (Clara C. Park); (2) "The Effectiveness of Reciprocal Teaching with Vietnamese American Students" (Mai Dao); (3) "Exploring Pacific Knowledge and Classroom Learning in Micronesia: The Promise of 'Cultural Considerations'" (Sharon Nelson-Barber); (4) "Rethinking Multiculturalism: Attending to Indian American High School Students' Stories of Negotiating Self-Representations" (Nina Asher); (5) "Cultural Differences in Interactions around Mathematics Tasks in Chinese American and European American Families" (Carol Huntsinger, Paul E. Jose, David Rudden, Zupei Luo, and Dana Balsink Krieg); (6) "An Ethnographic Study of Chinese American Family Involvement in Young Children's Education" (Sau-Fong Siu); (7) "Am I Indian, American, or Indian American? Studying the Home and School Experiences of Indian Bicultural Adolescents" (Sapna Vyas); (8) "Socialization Experiences of Asian American Students in Professional Schools: A Case Study" (Zhixin Su); (9) "Korean Adopted Young Women: Gender Bias, Racial Issues, and Educational Implications" (John Palmer); and (10) "Multiple Dimensions of Ethnic Persons: Listening to Korean American College Students" (Gilbert Park). (Papers contain references.) (SM)

ED 463 350 UD 034 865

Raising Student Achievement in the Dayton Public Schools. Report of the Dayton Public Schools Strategic Support Teams.
SPONS. AGENCY- Dayton Public Schools, OH.
PUB DATE- 02
NOTE- 100p.; Supported by the Broad Foundation, Los Angeles, CA.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Education.
PUB DATE- 01
NOTE- 12p.; For related documents from the Research Roundtable: Affirmative Action in Higher Education and K-12, sponsored by the Civil Rights Project, Harvard University, see UD 034 891 and 892.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Civil Rights; *Court Litigation; Desegregation Litigation; Diversity (Student); Educational Legislation; Elementary Secondary Education; Equal Education; Federal Government; Minority Groups; *Racial Discrimination; *School Desegregation
IDENTIFIERS- Brown v Board of Education; United States Constitution

Voluntary efforts to promote racial integration in K-12 schools have met strong resistance from the courts in recent years, despite the long history of court involvement in desegregation litigation. Race-conscious policies have invoked both the integration ideals stemming from Brown v. Board of Education and the diversity rationale in higher education stemming from Justice Powell's "Bakke" case. The policymaking and recent case law in this area are unsettled, because two bodies of equal protection law can apply to race-conscious policies in K-12 education. One body of law applies to court-ordered desegregation remedies, and one applies to voluntary programs and policies (remedial or non-remedial). This paper discusses general legal principles and case developments. After summarizing desegregation principles (desegregation and the integration ideal and erosion and resegregation), it examines voluntary policies and strict scrutiny (compelling interests and narrow tailoring). The paper concludes by describing general gaps in the law and evidentiary requirements, explaining that because the courts have decided so few cases and almost all of those cases have resulted in courts' striking down the voluntary race-conscious programs, it remains unclear what evidence is sufficient for a court to uphold a program. (SM)

ED 463 370 UD 034 894

Orfield, Gary
Housing Segregation: Causes, Effects, Possible Cures.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; Civil Rights; Hispanic Americans; *Housing Discrimination; Minority Groups; *Racial Discrimination; *Racial Segregation; Urban Areas
IDENTIFIERS- Fair Housing Laws

Though Congress long ago declared housing discrimination illegal, there is very little enforcement of the law, and in 2000, the isolation of minority families remains high. The most recent federal and local studies of the housing market and of lending practices indicate continued and widespread discrimination. Segregated black communities extend well into sections of some suburban rings. In many housing markets, most black families have been segregated for generations. Large, segregated Latino barrios are emerging in cities that are major migration students with particular cognitive skills estimated production functions for cognitive skills. This approach has serious shortcomings, which has led to new approaches such as generating or finding random variation in school characteristics and comparing cognitive skills across schools with different levels of these characteristics. Research shows that cognitive skills are directly responsible for part, if not most, of the impact of schooling in labor income. There is no evidence that innate ability has a direct impact on labor income. There is very little evidence on the impact of schooling on socioeconomic outcomes other than labor productivity. Recommendations for future research are presented. (Contains 81 references and 28 footnotes.) (SM)

ED 463 389   UD 034 920

O'Neill, June E.; Hill, M. Anne
Gaining Ground? Measuring the Impact of Welfare Reform on Welfare and Work. Civic Report.
PUB DATE- 01
NOTE- 42p.; For Civic Report 16, see ED 454 359.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Children; Disadvantaged; Educational Attainment; *Employment Level; Marital Status; Minority Groups; *Mothers; *One Parent Family; Racial Differences; Tables (Data); Welfare Recipients; *Welfare Reform; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Temporary Assistance for Needy Families; Welfare to Work Programs

This report is the first in a series documenting the actual results of welfare reform, examining changes in the welfare and work participation of single mothers. Data come from the annual March supplement to the U.S. Current Population Survey. Results find that the number of families on welfare declined by 50 percent between passage of welfare reform legislation in 1996 and the date for the most recent caseload statistics (September 2000). Most of the women heading these families had gone back to work. Temporary Assistance to Needy Families (TANF) accounted for more than half of the decline in welfare participation and more than 60 percent of the rise in employment among single mothers. The booming economy of the late 1990s accounted for less than 20 percent of either change. Decline in welfare participation and employment gains were largest for groups of single mothers commonly considered the most disadvantaged (e.g., young mothers, mothers with young children, high school dropouts, never-married mothers, and black and Hispanic single mothers). TANF's beneficial effects extended even to the most disadvantaged portions of the welfare-eligible population. Figures and tables are appended. (Contains 19 endnotes, 13 figures, and 10 tables.) (SM)

ED 463 390   UD 034 921

Johnson, Rebecca; Kyle, Steven
The Determinants of Girls' Educational Enrollment in Ghana. Working Paper.
PUB DATE- 01
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

reduce the number of students turned away from classes by 400; (3) by looking at individual campuses and student characteristics, administrators were able to plan the most appropriate courses for students attending a specific campus; and (4) the DSS made it easy to answer a benchmarking survey from another college. This report recommends that the college use the DSS to make more informed decisions on programs and services. Appendices provide specific information on the technical processes of the DSS and available databases. (MKF)

ED 463 028   JC 020 255

Student Perceptions of the Use and Educational Value of Technology at the STCC Starr County Campus: Implications for Technology Planning.
PUB DATE- 02
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Community Colleges; *Computer Uses in Education; Educational Objectives; *Educational Technology; *Student Attitudes; Teacher Role; Two Year Colleges

This is a report on the fall 2001 student survey conducted by South Texas Community College (STCC) to measure the amount of use and perceived educational value of seven types of educational technology: (1) overhead projector; (2) television/VCR; (3) ceiling mounted data projector; (4) DVD/CD-ROM; (5) document camera; (6) smart board; and (7) computer/internet. The survey was administered to 609 students enrolled in 43 classes at two campuses of the community college. Students provided feedback on how much the technology was used in their classes and how they perceived the usefulness of the technology. Results indicated that the more students reported a technology being used, the more likely they perceived it as useful. Classes without technology were perceived as less helpful. The report suggests that research should be done to determine why some instructors do not use educational technology as frequently as others. Specific statistics and student comments are included. (MKF)

ED 463 029   JC 020 256

Special Review: Johnston Community College and Johnston Community College Foundation, Inc., Smithfield, North Carolina.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Policy; *Audits (Verification); College Presidents; Community Colleges; *Compliance (Legal); *Conflict of Interest; Endowment Funds; Ethics; *Financial Policy; Leaves of Absence; School Funds; Standards; Two Year Colleges

This paper reports the results of a 1997 investigation by the North Carolina Office of the State Auditor into allegations concerning Johnston Community College (JCC) and the Johnston Community College Foundation, Inc. Findings of the report include: (1) a contractor who did personal work for the president and who paid the maintenance supervisor for part-time work was paid $196,627 for construction projects that did not go through a formal competitive bidding process; (2) JCC

Recommendations include the following: (1) support policies that require recess time to be part of the preschool and elementary school curriculum; and (2) support research and professional development that facilitate every educator's skills in observation and assessment of the developmental growth of children through the play process. Appended to the statement are a position paper from the National Association for Sport and Physical Education on recess in elementary schools, and a statement on the value of school recess and outdoor play from the National Association for the Education of Young Children. (Contains 40 references.) (EV)

ED 463 048 PS 030 139

Illinois Early Childhood Program Expanded Matrix, 2001.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 01
NOTE- 25p.; For related documents on the Illinois Early Childhood Matrix, see PS 030 140-143.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; *Early Childhood Education; Early Intervention; Grants; *Program Descriptions; Special Education; State Boards of Education; *State Programs
IDENTIFIERS- Early Head Start; Even Start; *Illinois; Project Head Start

This matrix provides information on eight early childhood programs offered in Illinois. Presented in grid form, the information can be compared across programs. The programs described are: (1) Head Start and Early Head Start; (2) Illinois Department of Children and Family Services child care; (3) Illinois Department of Human Services child care; (4) Illinois Department of Human Services early intervention; (5) Illinois State Board of Education (ISBE) early childhood block grant; (6) ISBE early childhood special education; (7) ISBE early childhood Title I; and (8) ISBE Even Start. Information on the programs is provided in the areas of program design, family involvement, community involvement, human resources, and quality assurance. For example, under program design, information is provided on such factors as core services/mission, funding sources, payment process, eligibility requirements, and child age range. (EV)

ED 463 049 PS 030 142

Illinois Early Childhood Training/Technical Assistance Matrix.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 01
NOTE- 44p.; For related documents on the Illinois Early Childhood Matrix, see PS 030 139 and 143.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Caregiver Training; Child Caregivers; Child Health; Child Welfare; *Day Care; *Early Childhood Education; Early Intervention; Grants; *Program Descriptions; *State Programs; *Technical Assistance
IDENTIFIERS- *Illinois; *Resource and Referral Service

This matrix provides information on early childhood training and technical assistance services in Illinois. Parts of the

*Federal Programs; *Hunger; Lunch Programs; *Nutrition; *Poverty
IDENTIFIERS- Child Nutrition Programs; Food Stamp Program; Nutrition Services

This resource guide puts forth 15 ideas for actions in food stamp and other child nutrition programs that states, schools, and cities can implement to feed more hungry low-income residents, especially children, and provide a direct federal economic stimulus for the state and its businesses. The guide asserts that states risk accelerating a downward economic cycle when they cut spending in the face of growing problems among their residents. It is argued that using federal funds through federal nutrition programs for low-income people can contribute to states' economic stimulus efforts. Strategies for the Food Stamp Program are: (1) expanding food stamp participation by easing application procedures; (2) improving outreach; (3) providing transitional food stamps for families leaving TANF; (4) easing information reporting for food stamp recipients and caseworkers; (5) expanding the food stamp time limit for needy jobless adults; (6) increasing food stamp benefit amounts via the standard utility allowance; (7) ensuring that low-income families with modest assets can receive food stamps; (8) improving food stamp benefit allotments for immigrant families; and (9) helping homeless and those with past drug addictions make a new start. Recommended strategies for the child nutrition programs are: (1) increasing participation in the School Breakfast and Lunch Programs; (2) ensuring that schools in low-income neighborhoods receive "severe need payments"; (3) expanding the number of after school programs using federal funds for nutritious snacks and suppers; (4) expanding availability of the Summer Food Service Program; (5) increasing family child care providers' participation in the Child and Adult Care Food Program; and (6) expanding the number of homeless and domestic violence shelters that use the Child and Adult Care Food Program. (KB)

ED 463 068 PS 030 208

Kindergarten, Here I Come! = Kinder, aqui voy! Videotape .
PUB DATE- 01
NOTE- 0p.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Instructional Materials; Childhood Attitudes; Day Care; *Kindergarten; *Kindergarten Children; Learning Activities; Peer Relationship; Preschool Teachers; Primary Education; Teacher Student Relationship; Videotape Recordings
IDENTIFIERS- Project Head Start; *Transitional Activities

Designed to generate excitement about starting school and to answer the many questions preschool children have about kindergarten, this 18-minute videotape gives preschool children a positive, realistic vision of kindergarten. The videotape, in both English and Spanish versions, is designed to be viewed in preschools or day cares, by parents with their preschool children, or in meetings of parents preparing to send their children to kindergarten. The videotape shows scenes of several kindergarten classrooms with diverse children and teachers, highlights kindergarteners' thoughts and feelings, and emphasizes the play-based learning activities in kindergarten as well as the fun, facts, and new friends encountered in this new educational setting. An accompanying discussion guide provides suggestions for pre- and post-viewing discussions with mortality; teen deaths by accident, homicide, and suicide; teens not attending school and not working; and children in poverty. The rates of children in one-parent households and juvenile violent crime arrests have remained fairly stable. The Families Count statistical profile details the conditions of families, children, and individuals in Delaware communities. The seven indicator categories are the following: (1) unemployment; (2) risk of homelessness and substandard housing; (3) home ownership; (4) health care coverage; (5) child support; (6) adult crime; and (7) domestic violence. For each indicator, the recent trend in Delaware and Delaware compared to the U.S. average are posted. (HTH)

ED 463 086 PS 030 233

Child Nutrition: A Focus on Preschool. Guidance for Early Care and Education Programs.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Children; *Day Care; Developmentally Appropriate Practices; *Nutrition; *Preschool Education; State Standards
IDENTIFIERS- *Child Nutrition Programs; Meal Patterns; Nutrition Education Program; *Nutrition Services; Program Characteristics

Because the development of healthy eating and physical activity habits during early childhood can prevent disease and support a lifetime of good health, nutrition services are a critical component of early childhood programs. This publication provides guidance to preschool programs to help them meet the Connecticut state goal of practicing appropriate eating habits by the end of preschool. The report discusses how programs should provide children with opportunities to choose nutritious meals and snacks. The following components of quality nutrition services are discussed: (1) identifying nutrition needs; (2) serving nutritious foods; (3) modeling good eating practices; (4) creating a developmentally appropriate and safe environment; (5) accommodating special nutrition needs; (6) engaging parents in health nutrition practices; (7) providing nutrition education; and (8) providing staff training. The following strategies for effective nutrition education are then presented: (1) focus on age-appropriate outcomes; (2) provide hands-on sensory experiences; (3) integrate nutrition into existing curricula; (4) create a physical learning environment that promotes nutrition; and (5) promote physical activity. The report includes a nutrition questionnaire for parents to complete prior to meeting with child care staff members, Child and Adult Care Food Program meal patterns for ages 3 to 5 years, requirements for nutrition and food safety policies, and related educational, behavioral, and health outcomes for preschoolers and their families. (Contains 17 references.) (KB)

ED 463 087 PS 030 234

Godfrey, Tricia M., Ed.
Connecticut's Early Childhood Community Resources: Programs/Initiatives Which Support Families, Early Care and Education Providers and Young Children.
PUB DATE- 00
NOTE- 34p.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Cooperation; Elementary Secondary Education; Feedback; *Inclusive Schools; *Paraprofessional School Personnel; *Personnel Management; *Regular and Special Education Relationship; Rural Schools; *Special Education; Supervisor Supervisee Relationship; *Supervisory Methods
IDENTIFIERS- Teacher Aide Evaluation

Paraeducators are being used in inclusive classrooms to support special education students. Supervision and management of paraeducators was once the responsibility of the special educator working with the paraeducator. However, teacher shortages in rural schools result in paraeducators spending most of their time in general education classrooms. Paraeducators are required by special education law to be supervised and managed, and supervision implies more direct control than management. Rural education has the lead in the use of paraeducators, and the following specific suggestions for paraeducator management are drawn from the rural experience: one certified staff or administrator should be assigned as the official manager; parameters should be set for the paraeducator's responsibilities to ensure that the paraeducator does not perform tasks or take on responsibilities that belong to certified staff; duties and specific tasks of paraeducators should be defined and assigned in writing; general education teachers should be empowered by explaining their role as immediate supervisor and by assigning them specific management tasks; paraeducators should be monitored and provided constructive feedback on their performance; collaborative meetings with paraeducators should be held regularly, although finding time for such meetings may require creativity; and the roles and task assignments of paraeducators should be considered in student planning. (Contains 15 references.) (TD)

ED 463 105   RC 023 407

Wheeler, Nedra Skaggs; Anderson, Alice Glover
Creating Classrooms in Rural Settings That Prevent Discipline Problems.
PUB DATE- 02
NOTE- 7p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, NV, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Classroom Techniques; *Discipline Policy; *Educational Environment; Elementary Secondary Education; *High Risk Students; Intervention; *Planning; *Prevention; Rural Schools; Special Needs Students
IDENTIFIERS- *Behavior Management

Increasing numbers of children are being labeled emotionally and behaviorally disturbed and are at risk of later antisocial behavior and school dropout. To change problem behavior, students and their caregivers must be taught to use new and better skills, and schools must systematically implement strategies to ensure that these skills are generalized and maintained in multiple settings. School-wide planning is

Teacher Persistence; *Teacher Shortage; Teacher Surveys; Teacher Transfer
IDENTIFIERS- *Utah

Although shortages of certified special education teachers occur in both rural and urban areas, they are more critical in rural districts, where recruitment can be problematic and there are few special educators on staff. In response to chronic shortages in the state, the Utah State Office of Education created a critical personnel shortages committee to study the problem. A 1997-2000 study commissioned by the committee found that approximately 10 percent of Utah's special education teachers left the classroom each year, and many vacated positions were filled by unlicensed substitutes. The most common reason for leaving was "moved out of state." In 2001, a separate study looked at why Utah special education teachers transferred to regular education positions and their levels of satisfaction with their old and new positions. Survey respondents were generally satisfied or very satisfied with the teaching aspects of both their old and their new positions. Almost one-third of respondents listed love of teaching as the reason for transferring to regular education rather than pursuing a new career. On the other hand, teachers reported being frustrated and unhappy with the noninstructional aspects of special education, particularly paperwork. Teacher ratings are listed for factors that might have influenced them to remain in special education. (Contains 13 references.) (SV)

ED 463 122 RC 023 424

Salyer, B. Keith; Thyfault, Alberta; Curran, Christina
Tools of the Trade: Effective Strategies To Support the Collaboration of Educators in Rural Schools.
PUB DATE- 02
NOTE- 9p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, Nevada, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; *Classroom Techniques; *Constructivism (Learning); Cooperative Planning; *Educational Environment; Elementary Secondary Education; Regular and Special Education Relationship; Rural Schools; Student Participation; *Teacher Collaboration

This paper discusses strategies with the potential to enhance student learning, teacher collaboration, building management, and joy within the rural school setting. With the goal of fostering education that makes sense to students, three general categories of strategies are considered: curriculum, classroom management, and building management. Contrasts are drawn between an empirical approach to teaching in which the teacher constructs information and transmits it to students and a rationalist approach in which the teacher creates an environment in which students can construct their own knowledge. Creating an educational environment where students are comfortable, part of a learning community, challenged appropriately, and engaged in developing their own sense of content mastery is not a textbook-based program. Teacher collaboration will be smoother if teachers maintain an

ED 463 141   SE 065 646

Cummings, Francena D.
Southeast Eisenhower Regional Consortium for Mathematics and Science Education at SERVE Five Year Summative Report, October 1, 1995-September 30, 2000.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 92p.; Affiliated with the School of Education, University of North Carolina at Greensboro.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Grants; *Mathematics Education; Partnerships in Education; *Science Education

This report is the final end-of-grant report of the Southeast Eisenhower Regional Consortium for Mathematics and Science. States in the Consortium include Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. The report summarizes the Consortium's outcomes over the 5-year period from 1995 to 2000. The outcomes of activities designed to meet six objectives are described. The objectives include regional collaboration, a plan for priority setting and service delivery, provision for technical assistance and training, and promotion of the use of informal science education entities. Appended are: GPRA Indicators (Revised 2000); Interview Protocol, 2000; Levels of Services and Phase Impact Model; Decision Making Rubric; A Typical Sample of "Features and Activities" of the Academy; Intensive Sites Services; and Academy Session VII--February 2000. (MM)

ED 463 142   SE 065 658

National Network of Eisenhower Regional Consortia and Clearinghouse: Supporting the Improvement of Mathematics and Science in America's Schools. Evaluation Summary Report for 1995-2000 with In-Depth Evaluation of Training and Technical Assistance, Dissemination, and Collaboration and Networking Services.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 91p.; Produced by the Eisenhower Network Evaluation Committee.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Grants; *Mathematics Education; Partnerships in Education; *Science Education
IDENTIFIERS- Eisenhower Regional Consortia and Clearinghouse

This report, addressed to sponsors and partners of the Eisenhower consortia and clearinghouse network as well as the staff of those organizations, contains the evaluation summary report of the National Network of Eisenhower Regional Consortia and Clearinghouse. It summarizes network outcomes over the 5-year period between 1995-2000. The report includes a network evaluation and highlights of findings in the areas of training and technical assistance, dissemination, and collaboration and networking. Appended are: Evaluation Methods; Client Interview Protocol; Audit Report on Interview Methods; Sample CCDDS Record Form; OERI Performance Indicators for 2000; and Cross Reference of Interview Vignettes with the Indicators. (MM) mathematics class. Overall, the data indicate that, after years of experience with Standards-based instruction, many parents and students in this community hold strong, persistent anti-reform beliefs. This study highlights the enormous difficulty of introducing change into the firmly entrenched mathematics curriculum, particularly at the high school level. Increased understanding of students' and parents' concerns about mathematics instruction can better position reformers, administrators, and teachers to implement mathematics instruction that best meets students' needs. (Contains 18 references.) (Author/MM)

ED 463 166 SE 065 816

Lubienski, Sarah Theule
Are We Achieving "Mathematical Power for All?" A Decade of National Data on Instruction and Achievement.
PUB DATE- 02
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Mathematics Education; *National Standards; Racial Differences; Racial Factors; *Socioeconomic Influences
IDENTIFIERS- National Assessment of Educational Progress; *National Council of Teachers of Mathematics

In 1989, the National Council of Teachers of Mathematics (NCTM) published the Curriculum and Evaluation Standards, setting a course for K-12 mathematics teaching and learning. More than a decade later, this study provides an important and timely analysis of trends in mathematics instruction and outcomes, with attention to race- and SES-related disparities. Utilizing 1990, 1996, and 2000 data from the National Assessment of Educational Progress, this study examines race- and SES-related trends in student mathematics achievement, beliefs, classroom experiences, course taking patterns, and teachers' educational backgrounds. Although overall mathematics achievement increased between 1990 and 2000, race- and SES-related achievement gaps did not improve. SES differences appeared to account for some, but not all race-related differences. An examination of classroom practices revealed many similarities in students' experiences that were consistent with the NCTM standards. However, other aspects of mathematics instruction, such as the role of calculators and the use of multiple-choice assessments, were found to correlate with student race and SES. Additionally, there were race- and SES-related differences in students' beliefs, such as whether learning mathematics was viewed as fact memorization. These correlations with race persisted even after controlling for SES. The results suggest that white, middle-class students are experiencing more of the fundamental shifts called for in the Standards. However, the NAEP is not designed for making cause-and-effect inferences regarding instructional methods and student outcomes. This study reveals similarities and differences in students' classroom experiences and attitudes, thereby shedding light on factors that could shape achievement differences. (Contains 42 references.) (Author/MM)

ED 463 167 SE 065 818

NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Built Environment; Elementary Secondary Education; *Heritage Education; Historic Sites; *Planned Communities; Primary Sources; Social Studies; Student Educational Objectives; United States History
IDENTIFIERS- Eighteenth Century; National Register of Historic Places

The excavated foundations of various structures in Frederica, Saint Simons Island, Georgia, remind visitors that from 1736 until 1758, this planned community served the military garrison quartered there and housed a population of 1000. This lesson is based on the Fort Frederica National Monument listed in the National Register of Historic Places. It can be used in U.S. history units on colonization, in geography courses, and in social studies courses dealing with demography and planned communities. The lesson plan is divided into six teaching activities sections: "Setting the Stage: Historical Context"; "Locating the Site: Maps" (British and Spanish Claims in the Southeast; Southeast Atlantic Coastline from Charleston, South Carolina to Fort Matanzas, Florida); "Determining the Facts: Readings" (Building a Planned Community; War and Decline); "Visual Evidence: Images" (Plan of Frederica, prepared by Joshua E. Miller, 1743-48; Plan of Frederica and Fort Frederica; Typical House along Frederica's Thoroughfare, Broad Street; Francis Moore House Foundation); "Putting It All Together: Activities" (Living in Frederica; Reconstruction or Preservation; Moving Day; Planned Communities); and "Supplementary Resources." (BT)

ED 463 188 SO 032 433

Percoco, James A.
Saint-Gaudens National Historic Site: Home of a Gilded Age Icon. Teaching with Historic Places.
PUB DATE- 00
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Artists; Elementary Secondary Education; Heritage Education; *Historic Sites; Primary Sources; *Sculpture; Social Studies; Student Educational Objectives; United States History
IDENTIFIERS- Gilded Age; Memorials; National Register of Historic Places; New Hampshire; Nineteenth Century; *Saint Gaudens (Augustus)

Augustus Saint-Gaudens (1848-1907) was a renowned 19th-century U.S. sculptor whose artistic training and talent ensured his place in Gilded Age society. In 1885, he was drawn to Cornish, New Hampshire, to find a place where he could model his latest commission, a statue of Abraham Lincoln. He and his wife established a summer home and studio in an old rundown tavern, and it was here that he conceived a host of projects. He chose to be buried at the Cornish site. This lesson is based on the National Register of Historic Places registration file, "Saint-Gaudens National Historic Site" and other sources. The lesson plan focuses on patron-commissioned bas-reliefs, the enigmatic Adams Memorial, and the gold coins created by the artist. It can be used to teach units on the Gilded Age or the role of art and artists in society. The lesson is divided into six teaching

Constitution

By late winter 1933, the United States had already endured more than 3 years of economic depression. During the previous summer, the Democratic Party platform had unveiled a generalized plan for economic recovery. President Franklin D. Roosevelt set about to prepare the nation to accept expansion of federal power since he recognized that the programs he was about to introduce for congressional legislative action to relieve the dire effects of the Great Depression were unprecedented in peacetime. In his 1933 inaugural address, President Roosevelt recommended extreme measures. This lesson relates to the duties and powers of the President and Congress as set forth in the Preamble, in Article I, Section 8, Paragraph 18, and in Article II, Section 3, Paragraph 1, that resulted in measures to provide for national relief from the economic disaster of the Great Depression. The primary sources for the lesson are six informative photographs of the era and President Roosevelt's inaugural address. The lesson correlates to the National History Standards and to the National Standards for Civics and Government. It presents historical background on the Great Depression, the catalyst for President Roosevelt's speech (two resources), and suggests diverse teaching activities for classroom implementation, including vocabulary development, document analysis, group research project, group document analysis, essay writing, Internet research, and class discussion. (BT)

ED 463 208 SO 033 599

Gray, Tom
Documents Related to Churchill and FDR. The Constitution Community: The Great Depression and World War II (1929-1945).
PUB DATE- 00
NOTE- 26p.; Photographed source documents may not reproduce adequately. For another lesson plan on the Great Depression and World War II, see SO 033 597.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Foreign Policy; National Standards; Presidents of the United States; Primary Sources; Secondary Education; Social Studies; Student Research; Teacher Developed Materials; *United States History; *World War II
IDENTIFIERS- *Churchill (Winston); Congress; National Civics and Government Standards; National History Standards; Roosevelt (Franklin D); United States Constitution

During World War II, a close friendship and excellent working relations developed between President Franklin D. Roosevelt (FDR) and Prime Minister Winston Churchill that were crucial in the establishment of a unified effort to deal with the Axis powers. In early 1941, FDR began the long-term correspondence that developed into a close working friendship with Churchill. This working relationship was highlighted by many joint appearances and agreements that not only addressed the immediate needs of the Allies but also the planning for a successful peace following victory. This lesson uses five primary source documents from this wartime period when the two leaders acted together to agree on war aims and to conceptualize a vision for the future. The lesson relates to the powers and duties of the president as defined in Article II, Section 2, of the Constitution. It also relates to the function of government and foreign policy in time of national crisis (war). The lesson correlates to the National History course, offered prior to high school, provides an instructional opportunity for the remediation of skill development, content background, and geography assessment. The ultimate goal of social studies in Idaho is to develop the civic competence and civic participation of Idaho's youth. The K-12 social studies standards in history, economics, and civics/government include an interwoven thread of civic education developed according to the language of the national civics and government standards. Following an introduction, the guide is divided into four blocks: (1) "Location and Place: Exploring the Idaho Landscape"; (2) "Migration: Idaho's Diverse Cultures"; (3) "Conflict and Compromise: Idaho's Regional Identities"; and (4) "Turning Points: The Interaction of People and Their Environment in Idaho." Each block is subdivided by "Goal and Objectives"; "Idaho Achievement Standards"; and "Strands and Materials." Appended are the Idaho Achievement Standards. (BT)

ED 463 227 SO 033 689

U.S. History 1. Course of Study.
PUB DATE- 02
NOTE- 61p.; For the U.S. History 2 course of study, see SO 033 690.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Course Content; *History Instruction; Public Schools; Secondary Education; Social Studies; *State Standards; Student Educational Objectives; *United States History
IDENTIFIERS- *Idaho

Inquiring into families, communities, states, nations, and various peoples of the world through history engages students in the aspirations, struggles, accomplishments, and failures of real people in various aspects of their lives. The historical record is inextricably linked to the geographic setting in which it developed. The ultimate goal of social studies in Idaho is to develop the civic competence and civic participation of Idaho's youth, the citizens of today and tomorrow. Each of the U.S. History 1 instructional blocks is built upon the supporting Idaho Achievement Standards. Assessment of student progress toward mastering individual standards should be ongoing and embedded in each instructional block. Ideally, this assessment should be formative in nature and help guide subsequent information. Following an introduction, this guide is divided into seven blocks: (1) "Pre-Colombian Review and Exploration"; (2) "Colonization"; (3) "The Revolutionary War"; (4) "Founding Fathers and the Constitution"; (5) "Westward Expansion and New Territories"; (6) "Civil War"; and (7) "Reconstruction." Blocks 1 and 3 through 5 contain: "Goal and Objectives"; "Idaho Achievement Standards"; "Suggested Activities"; and "Suggested Materials". Blocks 2, 6, and 7 contain: "Goal and Objectives"; "Idaho Achievement Standards"; and "Suggested Activities." Appended are the Idaho Achievement Standards. (BT)

ED 463 228 SO 033 690

U.S. History 2. Course of Study.
PUB DATE- 02
NOTE- 26p.; For the U.S. History 1 course of study, see SO 033 689.
LANGUAGE- English

were specifically content-based and aligned with the National Board for Professional Teaching Standards' (NBPTS') five core propositions. The other four courses were designed to provide teachers with knowledge and skills on standards-based teaching and learning by having them engage in activities that mirrored those required in the NBPTS assessment process. Over the course of the program, participants completed four NBPTS entries in their certificate area. Program evaluation includes tracking participant selection, retention, and graduation rates; maintaining records on the extent to which the curriculum is taught as designed; summarizing school-level change initiatives; reporting the number of teachers intending to complete the NBPTS assessment process; collecting participant satisfaction data; and rating participants as potential mentors. (SM)

ED 463 248 SP 040 538

Garber, Darrell H.
Using Benchmarks To Meet NCATE Challenges: An Action Plan for Success on NCATE.
PUB DATE- 02
NOTE- 27p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002). Contains light type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Diversity (Student); Educational Technology; Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; *National Standards; *Preservice Teacher Education; State Standards; Teacher Collaboration; Teacher Competencies; Teaching Skills
IDENTIFIERS- *National Council for Accreditation of Teacher Educ; Teacher Knowledge

This paper explains that the old NCATE standards had five themes which survive in various forms in NCATE 2000. The conceptual framework and themes of diversity and technology continue to be heavily emphasized. Elements of the conceptual framework include shared vision, coherence, professional commitments/dispositions, commitments to diversity technology, and alignment with professional and state standards. New themes include continuous assessment of candidate proficiency, collaboration with PK-12 and arts and science faculty, and candidate expectations aligned with professional, state, and institutional expectations. The six new standards are: candidate knowledge, skills, and dispositions; assessment system and unit evaluation; field experiences and clinical practice; diversity; faculty qualifications, performance, and development; and unit governance and resources. This paper presents benchmarks for NCATE 2000 which can be used to assess one's position in relation to the goal. It also includes a schedule template for the NCATE Board of Examiners. (SM)

ED 463 249 SP 040 539

Konecki, Loretta; Pottorff, Don; King, Caryn; Lin, Emily; Armstrong, Dorothy; Pryor, Sherrill; Reinken, Barbara; Collins, Sherry; Melin, Jacque; Shroyer, Janet; Elkenberry, Glenda responsibility for professional development. These states have taken various policy actions to support professional development, attempting to send the message that the overriding purpose of professional development is to improve student achievement. Most states emphasize examining the impact of professional development, though they find it difficult to make decisions about which data to collect and how to collect them without placing unreasonable burdens on the system. All of the states need to examine their policies regarding professional development funding. Most states report that policymakers need to understand the context in which educators teach and become familiar with models of high quality professional development in order to make good professional development policy decisions. Five appendixes present: document and interview protocols; Wyoming Department of Education accreditation rubrics; excerpt from Nebraska State Development Policy; Missouri school improvement process; and Kansas continuum of effective results-based staff development practices. (Contains 21 references.) (SM)

ED 463 268 SP 040 575

Lewis, Bradford F.; Collins, Alicia; Pitts, Vanessa
An Investigation of Preservice Teachers' Perceptions of African American Students' Ability To Achieve in Mathematics and Science.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Elementary Secondary Education; Higher Education; *Low Achievement; *Mathematics Achievement; Preservice Teacher Education; *Racial Bias; *Science Achievement; *Student Teacher Attitudes

This study investigated the perceptions of 30 predominantly white pre-service teachers about African American students' ability to achieve in mathematics and science. Participants completed a three-part, open-ended questionnaire that asked them about their experiences with and awareness of African American students' mathematics and science achievement, reasons for African American students' low mathematics and science achievement, and changes or interventions they would suggest to address this problem. The questionnaire essentially assessed student teachers for awareness of, culpability in, and modifications to improve the mathematics and science achievement of African American students. Results indicated that respondents' perceptions of the mathematics and science ability of African American students were best characterized by King's (1991) notion of "dysconscious racism," an uncritical habit of mind that justifies inequity and exploitation by accepting the existing order of things as given. Over one-third of the respondents were unaware of the problem. Respondents most often placed culpability for achievement with students' culture and community. Respondents overwhelmingly suggested modifications to the teaching and learning process as a vehicle for improving African American students' mathematics and science achievement. (Contains 34 references.) (SM)

ED 463 269 SP 040 576

existing research on teacher preparation. Only 17 of the 57 studies included utilized exclusively interpretive methodologies, and the authors constructed educational policy recommendations for the Department of Education using mainly quantitatively-based studies. This paper examines the selection and omission of two studies in CTP's report, asking how CTP decisions regarding these studies might mis-cue policymakers. It reviews the nature of paradigms and differences between positivism and interpretivism and differences in methodological preferences; examines criteria and methodology for selecting research in CTP's study; reviews the two studies to illustrate how different methodologies can present contradictory results; examines CTP's teacher education policy recommendations; and explores potential implications of paradigm privilege on future teacher education research and policy. (Contains 50 references.) (SM)

ED 463 288 SP 040 627

Christiansen, Helen, Ed.; Goulet, Linda, Ed.; Krentz, Caroline, Ed.; Maeers, Mhairi, Ed.
Recreating Relationships: Collaboration and Educational Reform. SUNY Series, Teacher Preparation and Development.
PUB DATE- 97
NOTE- 336p.; Foreword by D. Jean Clandinin.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College School Cooperation; *Educational Change; Elementary Secondary Education; Faculty Development; Foreign Countries; Higher Education; Mathematics Education; Preservice Teacher Education; Reflective Teaching; Student Teaching; *Teacher Collaboration; Teacher Researchers
IDENTIFIERS- Canada; *Collaborative Research; Knowledge Development; Learning Communities; Reflective Thinking

This collection of papers focuses on collaboration in two interconnected themes: the improvement of teaching practice through collaborative research and reflection on the role of collaboration in educational change. The 19 papers are: (1) "The Collaborative Lens: A New Look at an Old Research Study" (Phyllis Kapuscinski); (2) "Collaboration: An Epistemological Shift" (Margaret Olson); (3) "Metaphors of Interrelatedness: Principles of Collaboration"; (Helen Stewart); (4) "Rethinking Mutual Goals in School-University Collaboration" (Joyce Castle); (5) "Negotiating Collaboration for Professional Growth: A Case of Consultation" (Mary Hookey, Shelley Neal, and Zoe Donoahue); (6) "Practitioner and Researcher Perspectives in Teacher Research and the Construction of Knowledge" (Janet Blond and Kathie Webb); (7) "Who's Important...Here Anyway? Co-Constructing Research across Cultures" (Lynn McAlpine and Martha Crago); (8) "Learning Collaboration: Research in a First Nations Teacher Education Program" (Linda Goulet and Brian Aubichon); (9) "Collaboration in the Construction of Professional Knowledge: Finding Answers in Our Own Reality" (Mary Beattie); (10) "Making Sense of Mathematics within Collaborative Communities" (Mhairi Maeers and Lorri Robison); (11) "Collaborative Conversations at the University: Creating a Pedagogical Space" (Helen Christiansen and Janet Devitt); (12) "Creating Reciprocal Relationships in Language Arts and Science: A Collaborative Exploration of Subject Area Integration" (Sandra Blenkinsop and Penelope Baily); (13) "Mentoring as Collaboration: Shaping an Academic Life" (Karne Kozolanka and Bert Horwood); (14) "School-University Research Partnership: In Search of the Essence" (Susan Drake and Jan methods for detecting item bias: (1) methods based on item response theory (IRT); (2) chi-square methods; and (3) methods based on delta plots. When choosing the best item bias detection methodology, the researcher must consider the application of the results, the availability of software needed, and the practicality of implementing the methodology chosen. The IRT model leads the other item bias methods by being the most theoretically sound, although statistically complex, procedure. Chi-square and delta plot methods are not as theoretically sophisticated yet are more practical and easier to implement. (Contains 3 tables, 3 figures, and 15 references.) (SLD)

ED 463 308 TM 033 740

Kroff, Michael W.
Mutilating Data and Discarding Variance: The Dangers of Dichotomizing Continuous Variables.
PUB DATE- 02
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (25th, Austin, TX, February 14-16, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; Heuristics; *Regression (Statistics); Reliability
IDENTIFIERS- *Dichotomous Variables

This paper reviews issues involved in converting continuous variables to nominal variables to be used in the OVA techniques. The literature dealing with the dangers of dichotomizing continuous variables is reviewed. First, the assumptions invoked by OVA analyses are reviewed in addition to concerns regarding the loss of variance and a reduction in score reliability that result from the conversion of continuous variables to nominal variables. Second, regression is discussed as a more adequate alternative to analysis of variance (ANOVA). Finally, a heuristic data set is presented and used as a demonstration of three alternatives that can occur through this conversion and when ANOVA is used. (Contains 6 figures and 20 references.) (Author/SLD)

ED 463 309 TM 033 741

Kroff, Michael W.
Commonality Analysis: A Method of Analyzing Unique and Common Variance Proportions.
PUB DATE- 02
NOTE- 26p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (25th, Austin, TX, February 14-16, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Regression (Statistics)
IDENTIFIERS- *Commonality Analysis; *Variables; Variance (Statistical)

This paper considers the use of commonality analysis as an effective tool for analyzing relationships between variables in

DESCRIPTORS- *Academic Achievement; Foreign Countries; *High School Students; High Schools; *Secondary School Teachers; *Self Evaluation (Individuals); *Student Evaluation
IDENTIFIERS- Latvia

This study investigated the effects of teacher evaluation and student self-evaluation on student performance and attitudes. Participants were 189 Latvian high school students and their 6 teachers. The teachers were assigned to one of three treatment conditions: no evaluation, teacher evaluation, and self-evaluation plus teacher evaluation. All groups completed a 12-lesson instructional program on how to conduct experiments and produce research reports. The teacher-evaluation group received teacher evaluation on their initial research reports. The self-plus-teacher evaluation group self-evaluated their reports and received teacher evaluation on them. The no-evaluation group received no formal evaluation instructions. Students in the teacher evaluation and the self-plus-teacher evaluation groups received significantly higher ratings on their final projects. The no-evaluation group had more favorable attitudes toward the program than the other two groups. However, the self-plus-teacher evaluation group was significantly more confident of their ability to conduct future research experiments independently. (Contains 2 tables, 2 figures, and 28 references.) (Author/SLD)

ED 463 330 TM 033 762

Wang, Jianjun
An In-depth Analysis of Achievement Gaps between 7th and 8th Grades in the TIMSS Database.
SPONS. AGENCY- California State Univ., Bakersfield.
PUB DATE- 02
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). Supported by the CSUB Teaching Facility and Learning Center and a TNT grant.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Foreign Countries; International Studies; *Junior High School Students; Junior High Schools; *Mathematics Achievement; *Scores; Test Construction; *Test Items
IDENTIFIERS- Statistical Analysis System; *Third International Mathematics and Science Study

Middle school data from the Third International Mathematics and Science Study (TIMSS) are analyzed in this study to compare achievement differences between adjacent grades. To facilitate this computer-based analysis, a Statistical Analysis System (SAS) program has been developed to transpose matrices of the item scores in more than 40 countries. The results indicate that not all TIMSS items have a higher mean score at the upper grade in each nation. Features of item construction are discussed to disentangle the issue of reflecting grade gaps in mathematics and science achievement. These analyses may help enrich understanding of other comparative studies using the TIMSS benchmark. (Contains 5 tables and 15 references.) (Author/SLD)

ED 463 331 TM 033 763

Wang, Jianjun
Stochastic Models of Quality Control on Test Misgrading.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Accountability; Educational Facilities Improvement; Educational Finance; Educational Improvement; Elementary Secondary Education; Leadership; Public Schools; Urban Schools
IDENTIFIERS- *Dayton Public Schools OH

This report describes the Dayton Public Schools Strategic Support Teams (SSTs), which address stagnant student achievement among Dayton's students. They are composed of superintendents and other senior urban school managers from across the country who have struggled with the same issues as Dayton. Chapter 1 summarizes SST findings about challenges and issues in Dayton and key proposals addressing these issues. Chapter 2 discusses leadership critical to carrying out all the proposals. Chapters 3, 4, 5, and 6, summarize issues, findings, and recommendations concerning student achievement, finance, school facilities, and district communications with the public. Chapter 7 summarizes the report. The SSTs found that the main reason for Dayton's stagnating student achievement was lack of focus. They also noted a lack of accountability. Recommendations for change include leadership focused on instruction, re-establishment of challenging academic goals, sharpening of the district's instructional program, rearrangement of how and where the district spends resources, and creation of a construction bond to allow for repair, renovation, and replacement of aging buildings. Five appendices present individuals interviewed, documents reviewed, biographic sketches of project team members, statistical comparison of the Dayton Public Schools, and information about the organizations. (Contains 9 graphs and 12 tables.) (SM)

ED 463 351 UD 034 867

Schwarz, Carolyn; Lui, Earl
The Link between School Performance and Health Insurance: Current Research.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Access to Health Care; *Child Health; Child Welfare; Elementary Secondary Education; *Health Insurance; Minority Group Children; Poverty; Racial Differences

This paper reviews published articles related to the link between health insurance and academic performance. Although no studies directly examine whether enrollment in a health insurance program impacts school attendance and achievement, several studies have reached intermediate conclusions. Studies show that students who miss more than 10 days per semester have difficulty staying on grade level, and absenteeism due to chronic illness relates to even lower school achievement than the general high absence population. Teachers in urban areas report that 18% of students have health problems that significantly affect their ability to learn. Researchers have found that racial differences in health care access and use is due in part to lack of health insurance, and that for African-American and Latino youth insurance had more impact on doctor visits than income. Health insurance coverage relates to improved access to health services and improved health. Multiple barriers faced by many disadvantaged families in terms of health affect their children's school performance. Data from the California Healthy Start Initiative, a school-based/school-linked services collaborative, further supports the link destinations. The numbers of families living in areas segregated by race and poverty have grown rapidly. This paper examines the history of housing segregation and discrimination, discussing institutionalized practices and expectations and questioning whether the government's fair housing is a real cure. After presenting facts about housing segregation (e.g., economic differences explain only a small fraction of existing segregation, and most new housing is developed on the edge of suburbia and sold to an overwhelmingly white clientele), the paper discusses the need for a new concept of suburbia, then offers recommendations in such areas as preventing ghettoization and resegregation, ending discrimination and opening white areas, and broadening the concept of community development. Illustrative policy approaches are included. (SM)

ED 463 371 UD 034 895

Anderson, Kermyt G.; Case, Anne; Lam, David
Causes and Consequences of Schooling Outcomes in South Africa: Evidence from Survey Data. PSC Research Report.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Black Students; *Education Work Relationship; Educational Attainment; Educational Quality; Elementary Secondary Education; Employment; Family Influence; Foreign Countries; Grade Repetition; *Outcomes of Education; Racial Differences; Sex Differences
IDENTIFIERS- Achievement Gap; *South Africa

This paper provides an overview of evidence on education in South Africa provided by household survey data, with a particular focus on large national surveys such as the 1993 South African Living Standards Survey and the annual October Household Survey. These surveys indicate that racial gaps in schooling persist in South Africa, although they have declined steadily over time. There is essentially no gender gap in schooling, however, with almost identical schooling outcomes for men and women in all racial groups. The racial gap in schooling can be largely attributed to a high rate of grade repetition for Africans, with only small differences in enrollment rates across racial groups. School quality has an important effect on both grade attainment and adult economic outcomes and is clearly an important component of the racial gap in schooling. Survey data demonstrate a large effect of schooling on earnings beginning in late primary years, with a higher rate of return to schooling for Africans than for whites. (Contains 22 references.) (Author/SM)

ED 463 372 UD 034 896

Anderson, Kermyt G.; Kaplan, Hillard; Lancaster, Jane B.
Men's Financial Expenditures on Genetic Children and Stepchildren from Current and Former Relationships. PSC Research Report.
PUB DATE- 01
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biological Parents; *Family Structure; *Fathers; *Financial Support; Marital Status; Parent Child Relationship; *Parent Responsibility; *Stepfamily
IDENTIFIERS- New Mexico (Albuquerque)

DESCRIPTORS- *Developing Nations; Dropouts; Educational Attainment; Educational Policy; Elementary Secondary Education; *Enrollment Trends; Foreign Countries; Mothers; Parent Influence; *Sex Differences

IDENTIFIERS- *Ghana

This study examined the determinants of school enrollment in Ghana, considering historical and social information to formulate an econometric model of school enrollment patterns for households. Data came from a 1989 survey of households in Ghana. The survey collected basic information about community characteristics, health and school facilities, and living conditions. This 1989 survey was the second in a series of surveys in Ghana. It included a sample of children age 6-20 years. Analysis of the data indicated that gender of the child and school attendance of the child's mother were the most significant predictors of school enrollment status. Boys were more likely to attend schools than girls, and girls were more likely to drop out of school than boys. Uneducated mothers were three times more likely to have children who did not attend school. Girls of mothers who did not attend school were 1.8 times more likely to drop out and half as likely to attend school than girls of mothers who attended school. The mean cost of schooling had no measurable effect on school enrollment status. (Contains 15 references and 4 tables.) (SM)

ED 463 391 UD 034 922

Dowling, Meredith

Mapping a Future for Digital Connections: A Study of the Digital Divide in San Diego County.

PUB DATE- 01

NOTE- 32p.; Supported by the State of California's Division of Science, Technology and Innovation of the Technology, Trade and Commerce Agency, the Waitt Family Foundation, and San Diego Workforce Partnership.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Asian Americans; Blacks; Computer Literacy; *Computers; Educational Attainment; Hispanic Americans; *Racial Differences; *Socioeconomic Status; Whites

IDENTIFIERS- California (San Diego); *Computer Ownership; Digital Divide

This study examined the digital divide in San Diego County (California), conducting background research, reviewing published studies, and surveying county residents on computer ownership, computer use, and demographics. Results indicated that computer skills were fast becoming essential. Nationally, it was projected that 60 percent of jobs required technology skills. Locally, of the 30 occupations surveyed at 400 employers, 80 percent had computer software requirements. San Diego was ahead of the nation in bridging the digital divide, though a significant divide still existed. Wealthy households were twice as likely to own computers as low income households. The college educated were twice as likely to own computers as those with elementary education. Nationally, those with college degrees were more than four times as likely than those with an elementary school education to own a personal computer. Hispanic and African American households were twice as likely to not own computers as Caucasian and Asian American households. Hispanics were significantly disadvantaged in terms of computer ownership and knowledge of technology. African Americans were the most likely to be totally detached from the

purchased carpet on 11 occasions from a business owned by the JCC maintenance supervisor; (3) horses may have been donated to JCC, but conflicting stories and lack of records create doubt; however, JCC reported using $2,547 of county funds to feed horses kept on the farm of the contractor who claims to have donated the horses, and, in addition, JCC employees fed and cared for the horses; (4) the president earns eight hours of sick leave and 17.7 hours of vacation pay per month; (5) there were allegations that the president had altered his leave records; and (6) the president had accumulated 3,199.18 hours of sick leave as of February 1997. The report recommends that the JCC and the Foundation should review and revise its procedures with respect to the items in the report. (NB)

ED 463 030 JC 020 257

Beaumier, Jean-Paul
Evaluation of the Implementation of the General Education Component of Programs of Studies. Summary Report.
PUB DATE- 01
NOTE- 104p.; This document was adopted at the 107th meeting of the Commission d'evaluation de l'enseignement Collegial on November 22, 2000.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Basic Skills; *College Outcomes Assessment; *Community Colleges; *Curriculum Evaluation; English; Foreign Countries; French; *General Education; *Institutional Evaluation; *Second Language Learning; Standards; Two Year Colleges
IDENTIFIERS- *Quebec

The Commission d'evaluation de l'enseignement collegial in Quebec evaluated the implementation of general education in all of the institutions offering programs leading to a Diploma of College Studies (DEC). Seventy-five institutions were covered by the evaluation: 49 public colleges, 20 subsidized private colleges, and six institutions reporting to a government department or to a university. Because some institutions have more than one site or offer general education to several clienteles, the commission produced 87 evaluation reports. This exercise took place between the fall of 1997 and the fall of 2000. After completion, it appeared that, generally, students received a quality education in most college institutions. The education offered was quality in 60 cases, presented strengths and weaknesses in 22 cases, and was problematic in five cases. Recommendations include: (1) revision of the ministerial guidelines for the first course of Langue d'enseignement et litterature (Language of Instruction and Literature in French) to allow the creation of two options--the first would focus on literature, the second on literature and the consolidation of written French; (2) Humanities teachers should include a better diversification of content and instruction methods in their courses; (3) a minimum standard in the Second Language courses should be identified; and (4) Physical Education teachers should review the educational contents of their courses and develop new teaching methods. Appended are an analysis of data on academic success and student progress, a description of the commission's approach, various tables of statistics, lists of advisory committee members and outside experts, and an explanation of criteria used. (EMH)

ED 463 031 JC 020 260

document are presented in grid form so that information can be compared across programs. First, information is provided on the following training and technical assistance providers: Child Care Resource & Referral (CCR&R/Illinois Network CCRRA), STARNet, Quality Network (Q-Net), Quality Improvement Center/Disabilities, Early Childhood Block Grant (ECBG) Professional Development, and Provider Connections. Information is then provided on Illinois state agencies: Illinois Department of Human Services (IDHS) Bureau of Child Care, IDHS Bureau of Early Intervention, IDHS Collaboration Office, IDHS Bureau of Family Nutrition, IDHS Community Health Nursing, and Illinois State Board of Education (ISBE) Early Childhood Block Grant. Information is then provided on Illinois early childhood organizations and associations: Illinois Association for the Education of Young Children, Chicago Metro Association for the Education of Young Children, Sharing a Vision Illinois Division of Early Childhood, and the Illinois Head Start Association. The remainder of the document then provides a map of the Illinois Child Care Resource & Referral System; a membership roster for the Illinois Network of Child Care Resource & Referral Agencies; contact information for provider service community partners of the Day Care Action Council of Illinois; a map of the STARNet regions and contact information for personnel; and a directory of child care nurse consultants. (EV)

ED 463 050 PS 030 143

Illinois Early Childhood Program Standards Matrix. (A Side-by-Side Comparison).
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 02
NOTE- 18p.; For related documents on the Illinois Early Childhood Matrix, see PS 030 139 and 142.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accreditation (Institutions); Certification; *Day Care; *Early Childhood Education; *National Standards; Program Descriptions; Program Design; State Programs; *State Standards
IDENTIFIERS- Accreditation Standards; Day Care Quality; *Illinois; National Association Educ of Young Children; Project Head Start

This document contains a matrix offering a side-by-side comparison of almost 40 criteria among 7 sets of early childhood program standards. The standards are: (1) Head Start Program Performance Standards; (2) Illinois Department of Children and Family Services Child Care Licensing Standards; (3) Illinois Department of Human Services (IDHS) Center Contract Standards; (4) IDHS Family Child Care Home Network Contract Standards; (5) Illinois State Board of Education (ISBE) Birth to Three Program Standards; (6) ISBE Early Learning Standards; and (7) National Association for the Education of Young Children (NAEYC) Accreditation Standards. Criteria compared include mission, age range, group size, aspects of curriculum, screening and assessment, transitions, and parent education. (EV)

ED 463 051 PS 030 144

Uptake and Perceptions of Early-Years' Qualifications. Interchange 65.
PUB DATE- 01
NOTE- 17p.

children entering kindergarten from preschools, Head Start programs, or day care settings, as well as suggested transition activities. The discussion guide also provides tips for parents to prepare their children for watching the videotape, some post-viewing conversation starters, and suggestions for helping their child make a positive transition to kindergarten. Finally, the guide provides direction for preschool teachers and day care providers in using the videotape in meetings with parents, including pre- and post-viewing questions. (KB)

ED 463 069 PS 030 209

The Ounce of Prevention Fund Biennial Report, 1998-1999.
PUB DATE- 99
NOTE- 41p.; For the 1993-1995 report, see ED 399 035.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; *Child Welfare; *Early Intervention; Early Parenthood; *Family Programs; Health Promotion; Preschool Education; *Prevention; Program Descriptions; Program Effectiveness; Public Policy
IDENTIFIERS- Early Head Start; Family Support; *Ounce of Prevention Program IL; Project Head Start

The Ounce of Prevention Fund is a public-private partnership which promotes the well-being of children and adolescents by working with families, communities, and policymakers. Following a letter from the Fund's chairman and president discussing the challenges faced in program evaluation and reiterating the Fund's commitment to public-private partnerships, this report presents highlights from the past 2 years, while profiling some of the partners with whom the Fund works. The report describes the roots of the Fund as a laboratory where theories were tested in the real world and turned into best practices. The remainder of the report is organized around the four cornerstones of the Fund: (1) program; (2) training; (3) research; and (4) advocacy. Program highlights include provision of early childhood care and education through Early Head Start and Head Start programs in Chicago, combining resources to enhance program quality, expanding services through a new educare center, and using preventive health care to help children, adolescents, and their families. Training highlights include program development training and technical assistance to the Parents Too Soon program and the Doula Project. Research highlights include research and evaluation efforts related to substance abuse prevention in the Fund's Head Start sites and developing new micro-computer based management information systems for use by program sites. Advocacy highlights include a joint effort with Family Focus, Inc., called Kids Public Education and Policy Project, to inform public officials and others about issues affecting children and family. A Partner Profile is included with each section. Also included in the report is a statement of the Fund's operating revenues and expenses, a list of sites, and a list of donors to the Fund. (KB)

ED 463 070 PS 030 210

Brown, Brett, Ed.; Smith, Berkeley, Ed.
The Child Indicator: The Child, Youth, and Family Indicators Newsletter, 2001.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Certification; Child Advocacy; *Community Resources; *Early Childhood Education; *Family Programs; Financial Support; Health Services; Home Visits; Human Services; Legal Aid; Literacy Education; Mental Health Programs; Parent Education; Policy Formation; Professional Development; Program Descriptions; Program Development; Social Services; Special Education; State Programs; Young Children
IDENTIFIERS- *Connecticut; Family Resource and Support Programs; *Family Support; Nutrition Services; Resource and Referral Service

Noting that Connecticut has an extensive network of resources that can support families and the early childhood community, this guide is designed to assist early care and education providers in their efforts to enhance the services to families in their programs and link families with the Connecticut network of resources. The booklet contains information on associations, programs, initiatives, and agencies across Connecticut which offer, on a regional or statewide basis, some type of support, service, or information to families and professionals involved with preschool age children; it does not list child care, preschool, or preschool special education programs. The booklet contains three alphabetized sections. Section 1 is organized by topic or type of service offered. Section 2, the bulk of the guide, lists all programs, agencies, and initiatives, describes their involvement in the early childhood community, and includes telephone numbers. Section 3 provides an index. (KB)

ED 463 088 PS 030 235

The State of the State: Building a Better Future for Kansas Kids.
PUB DATE- 02
NOTE- 25p.; Produced by Kansas Action for Children Monitoring Project and supported by United Methodist Health Ministry Fund.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; *Adolescents; Birth Weight; *Child Health; Child Safety; *Children; Comparative Analysis; Dropouts; Early Parenthood; Employed Parents; Homicide; Infant Mortality; Mortality Rate; One Parent Family; Out of School Youth; *Poverty; *Social Indicators; Suicide; Trend Analysis; Unemployment; *Well Being
IDENTIFIERS- Child Mortality; Indicators; *Kansas

This special Kids Count report compares the current well-being of Kansas children to that of children in other states. The statistical portrait is based on a composite rank and 10 indicators of child well-being: (1) percent low birthweight infants; (2) infant mortality rate; (3) child death rate; (4) teen death rate by accident, homicide, and suicide; (5) teen birth rate; (6) percent teens who are high school dropouts; (7) percent teens not attending school and not working; (8) percent children living with parents who do not have full-time, year-round employment; (9) percent of children living in poverty; and (10) percent of families with children headed by a single parent. Following introductory remarks noting that the events of September 11, 2001 motivate efforts to strengthen communities and the state through increased commitment to children, this report details current indicator data for Kansas essential to developing interventions. Positive behavior support consists of four interrelated systems: school-wide procedures to define, teach, reward, and correct students' social behavior; procedures to address problems that arise from scheduling, monitoring, and architectural flaws; classroom procedures that teachers use to maintain order and motivation; and individual student procedures that provide extra resources and structures to support and control the 5-7 percent of students who typically present behavioral challenges. Target interventions may be designed for individual students or small groups with similar needs. When target interventions are not successful, intensive individual behavior intervention plans are designed, involving multiagency planning and cooperation beyond the school. Criminal justice, social services, or mental health specialists may need to be involved in addition to school staff. Rural teachers can feel powerless and isolated when beginning a system of positive behavior management. Important supports for teachers are mentors, released time for observation of experienced teachers, regular sessions that allow for sharing and support, continuing professional development, and encouraging reflective practice. (Contains 19 references.) (TD)

ED 463 106   RC 023 408

Rasmussen, Jayetta; Lund, Deborah
Empowering Children To Change.
PUB DATE- 02
NOTE- 7p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, NV, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; *Behavior Problems; *Early Intervention; Educational Cooperation; Elementary Education; *Emotional Problems; *High Risk Students; Individualized Education Programs; Prevention; Program Descriptions; Rural Education; *Special Needs Students
IDENTIFIERS- Idaho (Southeast)

Elementary Options (EO) is a behavior support program in rural southeast Idaho for students in grades K-5 with emotional or behavioral difficulties. Instead of imposing curriculum or classroom strategies, EO works in conjunction with the Department of Health and Welfare to offer a systematic approach to managing problem behaviors with existing school personnel. Maintaining students in general education environments is its strongest goal. Program participation is triggered when the teacher requests support and submits observations and data. Additional information determines the appropriate level of service, after which intervention and monitoring begin. The program uses a five-step plan of escalating levels of support. The first four levels of support are delivered in the student's regular school setting and consist of classroom support, counseling, coaching and tracking, and service learning, respectively. The fifth level is placement in a half-day alternative classroom. The student's counselor, parents, principal, general education teacher, observer, coach, special education teacher, and the EO coordinator meet regularly to discuss the student's behavior and ongoing assessment. Since September 2000, students demonstrated average monthly increases awareness of the classroom environment: level and quantity of open-ended activities, student stress, ways stress is handled, and integration of nontraditional learning tools. Classroom techniques include physical arrangements and student grouping to combat isolation, teacher cooperation on homework loads and consideration of whether homework is appropriate, behavior management through "wait time" and active student participation, and planned sequence of instructional "events." Examples of building-level arrangements that promote collaboration in rural schools include staff efforts to "validate" every child, multiage grouping, and horizontal and vertical team planning sessions. (Contains 14 references.) (SV)

ED 463 123 RC 023 425

Hinds, John
Comparative Evaluation of Distance and On Campus Education: Is the Deck Stacked?
PUB DATE- 02
NOTE- 6p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, Nevada, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Education Majors; Higher Education; *Preservice Teacher Education; *Special Education; *Student Characteristics
IDENTIFIERS- *Utah State University

Evaluations of the effectiveness of distance education courses may be influenced by differences between students who choose to take distance versus on-campus courses. At Utah State University, surveys were completed by 28 students who were enrolled in or had completed distance-education courses in the Special Education program and 39 students enrolled in similar classes on campus. The most notable differences between the groups were in age and family composition. Mean average age was 22 on campus and 43 off campus. One-quarter of campus students were married, but only 2 had children; 89 percent of distance students were married, and 75 percent had children. Most students in both groups worked, but on-campus students were generally employed part-time. Over 85 percent of distance students worked full-time, and two-thirds worked in the public schools, primarily as teachers or paraprofessionals. Forty percent of the distance students and none of the campus students already had a bachelor's or master's degree. Almost all students were female and white. Implications for comparative evaluations are discussed. (SV)

ED 463 124 RC 023 426

Cheney, Christine O.
Using a Web-Based Tutorial To Teach the IEP Process.
SPONS. AGENCY- Office of Postsecondary Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 8p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, Nevada, March 7-9, 2002); see RC 023 405. Supported by Project Learning Links, a PT cubed grant awarded to the College of Education, University of Nevada, Reno.

ED 463 143   SE 065 682

A Process Approach to Middle and Secondary School Mathematics: Algebra I. CD-ROM .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Algebra; *Cooperative Learning; Evaluation; *Mathematics Activities; Mathematics Instruction; Middle Schools; Optical Data Disks; Secondary Education; *Teaching Methods

This CD-ROM is a teacher resource for standards-based Algebra 1 in the middle and secondary grades. There are three components on the CD including mathematical content, instructional strategies, and assessment. Components include: (1) video clips of Algebra 1 students; (2) commentaries about each video clip; (3) frequently asked questions and answers; (4) examples of assessment including rubrics; (5) classroom management suggestions for collaborative and cooperative groups; (6) problem sets and tasks; and (7) links to other resources. (MM)

ED 463 144   SE 065 704

Crocodile Mathematics 1.1. CD-ROM .
PUB DATE- 02
NOTE- 0p.; Produced and published by Crocodile Clips, Ltd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Computer Uses in Education; Elementary Secondary Education; Equations (Mathematics); Geometry; *Graphs; *Mathematics Education; Middle Schools; Optical Data Disks; *Transformations (Mathematics); *Visualization

This CD-ROM consists of software that allows both teachers and students to create and experiment with mathematical models by linking shapes, graphs, numbers, and equations. It is usable for demonstrations, home learning, reinforcing concepts, illustrating concepts that are difficult to visualize, further pupil investigations, and project work. Featured topics include Shapes, Connections, Transforms, Graphs, Equations, and Numbers. For example, each shape has a transformation panel that can be used to rotate, reflect, scale, or translate it. The user can also use a matrix to specify more complex transformations. The user can choose from predefined transformations or specify exact values for specific items such as the rotation angle and the reflection axis. (MM)

ED 463 145   SE 065 717

Westwood, Peter
Numeracy and Learning Difficulties: Approaches to Teaching and Assessment.
PUB DATE- 00
NOTE- 130p.; Color text may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Mayeno, Amiko S.
Environmental Education Needs and Preferences of an Inner City Community of Color.
PUB DATE- 00
NOTE- 44p.; Master of Arts, San Francisco State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Attitudes; Blacks; *Environmental Education; *Environmental Influences; Equal Education; Hispanic Americans; Minority Groups; *Outdoor Education; *Parks; Program Development; Secondary Education
IDENTIFIERS- African Americans; *Environmental Problems; Latinos

The purpose of this study was to analyze the ways in which the experiences and concerns of a predominantly African American and Hispanic community affect how they view environmental issues. Their views are intended to serve as a guide in the development of an environmental education program that is being developed at one of the local parks. Moreover, this study intends to amplify the voices, perspectives, and concerns of a community that has often been ignored in prevailing environmental education research. Both qualitative and quantitative methods/techniques were employed in the study. The participants came from nine schools in the South East Oakland community. The schools were chosen based on their proximity to the Martin Luther King, Jr. Shoreline Park. Nine students, 9 parents, and 29 teachers participated in the study. The students and parents were interviewed, all 29 teachers completed a survey, and 4 of the teachers were also interviewed. Parent and student participants were mainly African American and Hispanic, reflecting the population of the area. Teacher participants were roughly split between African American, White, and Hispanic racial groups. This study confirmed the findings of other studies that found that African Americans tend to see nature as a sustainer of human life (Caron 1995) and do not tend to make a separation between human and wildlife systems (Meeker 1973). In this needs assessment, African American teachers stressed the importance of focusing on the interdependence of wildlife and humans. Parents in this needs assessment expressed concern about pollution and wildlife alongside other issues that mainly affected the local community such as crime, health, and education. According to teachers, the most significant barrier that keeps schools from accessing environmental education programs is funding, especially for transportation. Teachers said they would participate in environmental education programs five times more frequently than they currently do if transportation and field trip costs were paid for. Another barrier that was identified through the study is that teachers do not know about existing programs and how to access them. The study identified other barriers such as a lack of curriculum, a lack of programming in Spanish, and a lack of time. Other categories emerged from interviews and surveys, including unequal access to environmental education programs, and the importance of developing programs that involve families and in some way benefit the social and/or economic conditions of the local community. (Contains 25 references.) (YDS)

ED 463 168 SE 065 819

Munoz, Marco A.
Mathematics Achievement in a Reform Environment: The Effect of Teacher, Student, and Parental Characteristics on Student Testing Performance.

activities sections: "Setting the Stage: Historical Context"; "Locating the Site: Maps" (Cornish, New Hampshire and Surrounding Region; Saint-Gaudens National Historic Site); "Determining the Facts: Readings" (Who Was Augustus Saint-Gaudens?; Arrival at Cornish; Cornish Colony; Henry Adams' Reflection on the Adams Memorial; Letter to the President); "Visual Evidence: Images" (Saint-Gaudens National Historic Site; Aspet, Past and Present; Adams Memorial; Samuel G. Ward; Coin Models); "Putting It All Together: Activities" (Artist and Client; Coins, Coins, Coins; Meet the Cornish Colony; Exploring the Artist's World; Local Wonders); and "Supplementary Resources." (BT)

ED 463 189　　　　SO 032 486

Ward, Robert H.
Mammoth Cave: It's Explorers, Miners, Archeologists, and Visitors. Teaching with Historic Places.
PUB DATE- 01
NOTE- 26p.; Edited by Fay Metcalf.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ecology; Elementary Secondary Education; *Geology; *Historic Sites; *Physical Geography; Primary Sources; Social Studies; Student Educational Objectives; Tourism; *United States History
IDENTIFIERS- Caves; National Register of Historic Places; Site Visits

The mysterious darkness of Mammoth Cave in southwestern Kentucky, about 90 miles south of Louisville and 90 miles north of Nashville, has lured travelers to enter and warned them to stay away. From the dawn of time visitors have been awestruck by the cave's size and rugged beauty. This lesson is based on the National Register of Historic Places registration file "Mammoth Cave National Park" and an associated historic resource study. The lesson can be used in U.S. history units on the development of the national parks or the expansion of tourism in the 1920s and 1930s, and in ecology, geology, or other science courses that deal with natural phenomena. Following an explanatory introduction ("About This Lesson") which also lists objectives and materials for students, the lesson is divided into six sections: "Setting the Stage: Historical Context"; "Locating the Site: Maps" (Mammoth Cave National Park and Surrounding Region; Mammoth Cave, 1845; Modern Map of Mammoth Cave); "Determining the Facts: Readings" (The First Explorers; Mammoth Cave Becomes a World-Famous Attraction; For Future Generations); "Visual Evidence: Images" (Cross Section through Mammoth Cave; Saltpeter Mining Operation; Modern View of Green River Valley; Farm Field, c. 1935; Visitors Pose with Guide, c. 1900; Modern Day Visitors in a Cave Passageway); "Putting It All Together: Activities" (Touring Mammoth Cave; Caring for Local Resources; Luring the Public to a Special Place); and "Supplementary Resources." (BT)

ED 463 190　　　　SO 032 557

Whitman, Maryann
Saugus Iron Works: Life and Work at an Early American Industrial Site. Teaching with Historic Places.
PUB DATE- 01
NOTE- 32p.; Edited by Fay Metcalf.
LANGUAGE- English

Standards and to the National Standards for Civics and Government. It presents historical background for this period and suggests diverse teaching activities for classroom implementation, including placing the documents in historical context, document analysis, writing activity, Venn diagram: compare/contrast, and a document-based question. Appended are a written document analysis worksheet and the primary source documents. (BT)

ED 463 209 SO 033 619

Onish, Liane B.
"The Rosa Parks Story": Guide for Educators.
PUB DATE- 02
NOTE- 8p.; Edited and researched by Helen Clark. Sponsored by Procter & Gamble, State Farm Insurance, and United Parcel Service. Photographs may not reproduce adequately. Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Black History; Black Leadership; *Civil Rights; *Critical Viewing; Discussion (Teaching Technique); Elementary Secondary Education; Language Arts; Secondary Education; Social Studies; Student Educational Objectives; *United States History
IDENTIFIERS- Alabama (Montgomery); Boycotts; Media Literacy; National Social Studies Standards; *Parks (Rosa); Standards for the English Language Arts

On December 1, 1955, Rosa Parks, a black seamstress, refused to give up her seat to a white man on a public bus in Montgomery, Alabama, and she was arrested. On that day, Rosa Parks became the mother of the modern civil rights movement. This study guide may be used as a companion to "The Rosa Parks Story" video which aired on CBS television February 24, 2002. It is intended for students in grades 9-12. The guide presents a synopsis of Rosa Parks's life and the events surrounding her actions and offers tips for using the guide and Web site, suggesting before-viewing activities and after-viewing activities. It also lists "names to know," discusses Jim Crow laws, and provides relevant vocabulary and terms. The study guide furnishes discussion questions for social studies and history activities, for English and language arts activities, and for media literacy activities, and also provides a timeline. It suggests diverse student activities and informs teachers that "The Rose Parks Story" addresses themes developed by national professional educational organizations to meet national standards for those disciplines. Lists several resources (books, Web sites, and videos and films). (BT)

ED 463 210 SO 033 630

Gaudelli, William
Professional Development, Global Pedagogy, and Potential: Examining an Alternative Approach to the Episodic Workshop.
PUB DATE- 01
NOTE- 39p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, DC, November 15-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Global Education; Higher Education; *Instructional

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Class Activities; *Course Content; *History Instruction; Learning Activities; Public Schools; Secondary Education; Social Studies; *State Standards; Student Educational Objectives; *United States History
IDENTIFIERS- *Idaho

Inquiring into families, communities, states, nations, and various peoples of the world through history engages students in the aspirations, struggles, accomplishments, and failures of real people in various aspects of their lives. The ultimate goal of social studies in Idaho is to develop the civic competence and civic participation of Idaho's youth, the citizens of today and tomorrow. Just as in the U.S. History 1 Idaho course of study, in U.S. History 2, each instructional block is built upon the supporting Idaho Achievement Standards. Following an introduction, guide is divided into four blocks: (1) "The Nation Transformed:; (2) "Flappers, Failure and Flyers"; (3) "Change and Turmoil"; and (4) "Modern America." Blocks 1 through 3 contain: "Goal and Objectives"; "Idaho Achievement Standards"; "Suggested Activities"; and "Suggested Materials". Block 4 contains: "Goal and Objectives"; "Idaho Achievement Standards"; and "Suggested Activities." Appended are the Idaho Achievement Standards. (BT)

ED 463 229 SO 033 691

Economics. Course of Study.
PUB DATE- 02
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Course Content; *Economics; *Economics Education; Public Schools; Secondary Education; Social Studies; *State Standards; Student Educational Objectives
IDENTIFIERS- Consumer Skills; *Economic Concepts; *Idaho; Personal Finance

A better understanding of economics enables people to understand the forces that affect them every day and helps them identify and evaluate the consequences of private decisions and public policies. Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for the other social studies, such as history and civics. Skills, as well as content, play an important part in economic reasoning. Skills students must develop in economics include an ability to identify economic problems, alternatives, benefits, and costs; analyze the incentives at work in an economic situation; examine the consequences of changes in economic conditions and public policies; collect and organize economic evidence; and compare benefits with costs. In this course of study, each of the instructional blocks is built upon the supporting Idaho Achievement Standards. Following an introduction, the lesson plan is divided into three blocks: (1) "Economic Theory"; (2) "Fundamental Economic Concepts"; and (3) "Personal Financial Literacy." Blocks 1 and 2 contain: "Goal and Objectives"; "Idaho Achievement Standards"; "Suggested Activities"; and "Suggested Materials." Block 3 contains: "Goal and Objectives"; "Idaho Achievement Standards"; and "Suggested Activities." Appended are the Idaho Achievement Standards. (BT)

Teacher Education for Career Changers.
PUB DATE- 02
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Teacher Educators (Grand Rapids, MI, February 5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *Alternative Teacher Certification; Career Change; Elementary Secondary Education; Graduate Study; Higher Education; Internship Programs; Partnerships in Education; *Preservice Teacher Education

This paper describes a graduate teacher certification program for people with baccalaureate degrees and teachable majors and minors, examining program development, design, recruitment, and admissions processes and discussing the teacher education needs of these post-baccalaureate career changers. The program is responsive to adult learners who are committed to becoming teachers. Interns are totally immersed in the culture of schools; they are placed in a school and begin their experience on the first day of the cooperating school and remaining there through the university's academic year. They are prepared to integrate technology into the classroom and to become leaders in technology integration. The paper reports how faculty, interns, and graduates believe that the program prepares adults for new careers as school teachers. It concludes that adults want to learn how to be successful teachers, recognize the need to learn about students, schools, and teaching, and want to invest time and money in well-organized programs that take advantage of their limited time to learn a new career. They prefer to control their experiences but are willing to be flexible. They hold high standards for themselves and their instructors and mentors, and they want the program to be high quality. (Contains 21 references and a list of additional readings.) (SM)

ED 463 250   SP 040 540

Lin, Emily
Trends of Environmental Education in Canadian Pre-Service Teacher Education Programs from 1979-1996.
PUB DATE- 02
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Foreign Countries; Higher Education; *Preservice Teacher Education
IDENTIFIERS- Canada

Despite being recognized as a major priority for research and action in many international conferences, environmental education (EE) research in pre-service programs has been given very little attention in Canada. The only systematic national evaluation of EE at the teacher preparation level in Canada was conducted by John Towler in 1980-81. In 1996, a national survey using a modified version of Towler's questionnaire was distributed to all pre-service teacher training institutions across the Canadian provinces to determine the current status of EE which pre-service teachers receive in their preparation programs. The survey findings reveal that, over the last two decades, the number of Canadian teacher preparation

Romanathan, Hema
Asian-American Teachers: Issues of Curriculum and Support.
PUB DATE- 02
NOTE- 17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Denver, CO, February 2-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Americans; Collegiality; Curriculum Development; Elementary Secondary Education; *Minority Group Teachers; Teacher Attitudes; Teacher Participation

Asian Americans have long been underrepresented in the U.S. teaching force. While the number of Asian American students entering U.S. schools is booming, the already-small proportion of Asian American teachers is shrinking. This study used a survey to examine the problems Asian Americans face as minority teachers in one midwestern state, the impact they felt they had on curriculum and academic experiences at the building level, and support systems available to them to implement desired changes. Responses from 34 Asian American teachers indicated that they felt they were well accepted and well integrated into the school system, their concerns were heard, and other teachers and administrators supported them. Most were the only Asian Americans in their schools. They did not appear to be overly concerned about being underrepresented in their schools or in the curriculum. Only three respondents related their ethnicity to the curriculum content formally (offering language and culture clubs), and three others brought their experience and "otherness" into the curriculum informally. Asian American teachers were not involved in curriculum development. Respondents believed that students were conscious and appreciative of their teachers modeling a minority status. (Contains 19 references.) (SM)

ED 463 270 SP 040 577

Gaines, Gale F.
Focus on Retired Teachers: State Policies Allowing Retirees To Return to Classrooms.
PUB DATE- 02
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Teacher Recruitment; *Teacher Retirement; *Teacher Shortage
IDENTIFIERS- Southern Regional Education Board; *State Policy

Southern Regional Education Board (SREB) states are experiencing teacher shortages in certain geographic and subject areas. Teacher preparation programs are not graduating enough students in certain subjects, and more teachers are approaching retirement eligibility. SREB states are seeking alternative sources of teachers to help relieve shortages. Several states allow retired teachers to return to teaching for pay while continuing to collect retirement benefits. Policies that allow this type of return to work are helping some states alleviate teacher shortages. Between the years 2000 and 2001, nearly 400 retired teachers returned to North Carolina's classrooms, and 500 returned to South Carolina's classrooms. Twelve SREB states allow retirees to return to classroom teaching the equivalent of full time while continuing to collect retirement benefits.

Basaraba); (15) "The Meaning of Collaboration: Redefining Pedagogical Relationships in Student Teaching" (David Friesen); (16) "Between Two Worlds: University Expectations and Collaborative Research Realities" (Debra Schroeder and Kathie Webb); (17) "The Same but Different: Classroom-Based Collaborative Research and the Work of Classrooms" (Jeff Orr); (18) "Are We Partners Yet? From Institutional Agreement to Personal Power" (Caroline Krentz and Beth Warkentin); and (19) "Making the Connections" (Helen Christiansen, Linda Goulet, Caroline Krentz, and Mhairi Maeers). (Contains approximately 285 references.) (SM)

ED 463 289   SP 040 635

Scheurich, James Joseph, Ed.
Anti-Racist Scholarship: An Advocacy. SUNY Series, Social Context of Education.
PUB DATE- 02
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Culturally Relevant Education; Democracy; Educational Administration; Educational Research; Elementary Secondary Education; Epistemology; *Equal Education; Ethnography; Higher Education; Instructional Leadership; Low Income Groups; Migrant Children; Minority Group Children; Preservice Teacher Education; *Racial Bias; Research Methodology; *Whites
IDENTIFIERS- *Antiracist Education

These papers examine the subject of white scholars using anti-racist scholarship within the long-term U.S. civil rights struggle to create real equality. Chapter 1 includes: "Toward a White Discourse on White Racism" (James Joseph Scheurich), "Response to a 'White Discourse on White Racism'" (W. B. Allen), "Advancing a White Discourse: A Response to Scheurich" (Christine E. Sleeter), and "A Difficult, Confusing, Painful Problem That Requires Many Voices, Many Perspectives" (James Joseph Scheurich). Chapter 2 includes: "Coloring Epistemology: Are Our Research Epistemologies Racially Biased?" (James Joseph Scheurich and Michelle D. Young), "A Response to 'Coloring Epistemology: Are Our Research Epistemologies Racially Biased?'" (Cynthia A. Tyson); "Coloring Within and Outside the Lines: Some Comments" (Steven I. Miller), and "Rejoinder: In the United States of America, in Both Our Souls and Our Sciences, We Are Avoiding White Racism" (James Joseph Scheurich and Michelle D. Young). Chapter 3 features "The Buck Stops Here in Our Preparation Programs: Educative Leadership for All Children (No Exceptions Allowed)" (James Joseph Scheurich and Julie Laible). Chapter 4 includes: "Educational Leadership for Democratic Purpose: What Do We Mean?" (Carl D. Glickman), "Commentary: The Grave Dangers in the Discourse on Democracy" (James Joseph Scheurich), and "Commentary: A Response to the Discourse on Democracy: A Dangerous Retreat" (Carl D. Glickman). Chapter 5 features "The Building Blocks of Educational Administration: A Dialogic Review of the First Three Chapters of the New 'Handbook of Research in Educational Administration'" (Jay D. Scribner, Gerardo R. Lopez, James W. Koschoreck, Kanya Mahitivanichcha, and James Joseph Scheurich). Chapter 6 features "The Destructive Desire for a Depoliticized Ethnographic Methodology: Response to Harry Wolcott" (James Joseph Scheurich). Chapter 7 features "Highly Successful and Loving Public Elementary Schools Populated Mainly by Low SES Children of Color: Core Beliefs and Cultural Considerations" multiple regression or canonical correlational analysis (CCA). The merits of commonality analysis are discussed and the procedure for running commonality analysis is summarized as a four-step process. A heuristic example is offered as a demonstration of the use of commonality analysis, and the potential limitations and advantages of commonality analysis are discussed. An appendix contains the Statistical Package for the Social Sciences syntax for the heuristic data set. (Contains 1 figure, 4 tables, and 19 references.) (Author/SLD)

ED 463 310 TM 033 742

Team, Rachel M.
There Is More Than One Univariate Normal Distribution: What Is the Normal Distribution, Really?
PUB DATE- 02
NOTE- 26p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (25th, Austin, TX, February 14-16, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Scores; *Statistical Distributions
IDENTIFIERS- *Normal Distribution; *Univariate Analysis

Many univariate statistical methods, such as the analysis of variance, t-test, and regression, assume that the dependent variable data have a univariate normal distribution (Hinkle, Weirsma, and Jurs, 1998). Various other statistical methods assume that the error scores are normally distributed (Thompson, 1992). Violating this assumption can be particularly problematic when examining statistical significance (R. Henson, 1999). Because countless people use the normal distribution in their daily lives to understand data ranging from advertisements to research articles, understanding the normal distribution is extremely important. A normal or nonnormal distribution cannot be determined simply by looking at the curve. To determine a distributions normality, one must analyze the data statistically. (Author/SLD)

ED 463 311 TM 033 743

Brown, Judith O.
The Portfolio: A Tool for Workplace Learning and Development.
PUB DATE- 02
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adults; Employees; Higher Education; *Individual Development; Longitudinal Studies; *Portfolio Assessment; Portfolios (Background Materials); Surveys; Undergraduate Students; Validity
IDENTIFIERS- *Workplace Learning

This paper explores and explains the validity and value of the experiential learning portfolio as an effective tool for workplace learning and development. Qualitative and survey methods of inquiry were used to produce data on the portfolio in workplace learning. Eight workers who developed experiential learning portfolios as a component of their undergraduate

SPONS. AGENCY- California State Univ., Bakersfield.
PUB DATE- 02
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Testing; *Grading; Mathematical Models; *Measurement Techniques; Psychological Testing; *Quality Control; Scores; Test Results
IDENTIFIERS- Binomials; Poisson Process; *Stochastic Analysis

Stochastic models are developed in this article to examine the rate of test misgrading in educational and psychological measurement. The estimation of inadvertent grading errors can serve as a basis for quality control in measurement. Limitations of traditional Poisson models have been reviewed to highlight the need to introduce new models using well established geometric and negative binomial distributions. Equations are developed for the use of geometric and negative binomial distributions in the study of test misgrading. In this study, the geometric process is developed from a single-grader scenario under a policy of zero tolerance for test misgrading. The negative binomial process seems appropriate for state or national assessment that involves more than one test grader. Results of this investigation can be used to ensure the number of misgraded events below a threshold k. Features of the quality control measures are discussed in this article in a context of local and national assessments. (Contains 22 references.) (SLD)

ED 463 332 TM 033 764

Lane, Jill L.; Aleksic, Maja
Transforming Elementary Statistics To Enhance Student Learning.
PUB DATE- 02
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Students; Educational Change; *Educational Technology; Higher Education; Integrated Activities; *Learning; *Statistics; World Wide Web

Undergraduate students often leave statistics courses not fully understanding how to apply statistical concepts (M. Bonsangue, 1994). In order to enhance student learning and improve the understanding and application of statistical concepts, an elementary statistics course was transformed from a lecture-based course into one that integrates technology with active and collaborative learning methods. The redesigned course is more student-centered than instructor-centered. Students have one session each week in a large group meeting, and two sessions in a computer laboratory. The organizing center for the new course is a Web site developed by the institutions Center for Academic Computing. The effect of these changes was evaluated using a combination of pre- and postcontent knowledge tests for 340 students in the traditional format and 140 in the new design. The overall result of these changes shows that student performance on the content test was higher in the between health insurance and good health. Evaluation of data from 76 participants shows positive results when the Initiative helps families get regular sources of health care. Attached are lists of references for future studies, for nutrition and school performance, for chronic illnesses and school performance, and for school health clinics, health, and school performance. (Contains 63 references and 26 footnotes.) (SM)

ED 463 352　　　　UD 034 868

Weiner, Carolyn
Preparing for Success: Meeting the Language and Learning Needs of Young Children from Poverty Homes.
PUB DATE- 01
NOTE- 127p.; ECL stands for "Education, Communication, Language."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Skills; Early Childhood Education; *Language Acquisition; *Low Income Groups; Middle Class; *Poverty; Pragmatics; Socioeconomic Influences; Teacher Student Relationship

This book addresses issues related to meeting the language and learning needs of low socioeconomic status (LSES) students so they achieve as well as middle socioeconomic status (MSES) students. Chapter 1, "What's Going On? discusses differences between LSES and MSES children that cause LSES children to fail and MSES children to succeed in school; what is needed to compensate for this difference; and how schools can provide what is needed. Chapter 2, "If It's So Important, Why Didn't I Know about It before This?" discusses the politics and timing of information, the development and essence of language information, the stages of language development, and the language of the LSES child. Chapter 3, "What Can I Do about This?" focuses on preparing for success (e.g., increasing teacher-child interactions and child-child conversations, scaffolding comprehension and expression, and inviting child initiative). Chapter 4, "What is CurricuLanguage?" describes CurricuLanguage (a theory of the relationship between poverty, language, and school success), explains language information load (LIL) and language information structure (LIS), and explains CurricuLanguage levels, use, and projects. Chapter 5, "Why Talk about This Now?" discusses positive and negative uses of accountability. (Contains 104 references.) (SM)

ED 463 353　　　　UD 034 869

Five Cities, One Vision. CORAL: Linking Communities, Children and Learning.
PUB DATE- 01
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *After School Programs; Children; Community Development; Community Involvement; Elementary Secondary Education; Enrichment Activities; *School Community Relationship; Urban Areas
IDENTIFIERS- California (Fresno); California (Long Beach); California (Pasadena); California (Sacramento); California (San Jose)

This booklet describes the CORAL (Communities Organizing Resources To Advance Learning) program within five California

This article investigates differential investment by men in children by using a biosocial perspective to examine their financial expenditures on their genetic children and stepchildren from both current and former relationships. It uses a sample of 635 children age 0-12 years drawn from the Albuquerque Men Study 1990-93, which involved interviews that examined marital, reproductive, and employment histories and expenditures on children. This article also examines selection efforts by restricting the sample to men with children in more than one category (e.g., men with both genetic children and stepchildren in current unions), explaining that selection effects are important. Results indicate that men with both genetic offspring and step-offspring in current relationships invest similarly in children, but the differences between offspring from current and previous unions are greater when comparing men with children in both categories. The results are consistent with the biosocial model advanced in the paper. (Contains 73 references.) (SM)

ED 463 373 UD 034 897

Watkins, William H., Ed.; Lewis, James H., Ed.; Chou, Victoria, Ed.
Race and Education: The Roles of History and Society in Educating African American Students.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 336p.; Support for Chapter 7 was made possible through funding from the Ford, W. K. Kellogg, and W. T. Grant Foundations; the Office of Education, Research and Improvement; the National Institutes of Mental Health, and the Commonwealth Fund.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *Black Students; Child Development; *Culturally Relevant Education; Curriculum Development; Elementary Secondary Education; Ethnicity; Males; *Racial Discrimination; Social Influences; *Socialization; Teaching Methods
IDENTIFIERS- *African Americans; Hegemony

This book contains a collection of papers on race in U.S. education written by scholars who believe that improvement in the educational achievement of African American children will not occur by changing the curriculum or achieving desegregation. True change requires innovations based on replacing constructs rooted in past white hegemony and its current vestiges and building educational programs and communities consistent with children's ethnic, cultural, social, and developmental needs. After "Introduction: The Search for New Answers" (James H. Lewis), the papers are (1) "'Race,' Identity, Hegemony, and Education: What Do We Need To Know Now?" (Asa G. Hilliard, III); (2) "Comment: The Social 'Destruction' of Race To Build African American Education" (Laurence Parker); (3) "Blacks and the Curriculum: From Accommodation to Contestation and Beyond" (William H. Watkins); (4) "Comment: Researching Curriculum and Race" (Annette Henry); (5) "The Power of Pedagogy: Does Teaching Matter?" (Gloria Ladson-Billings); (6) "Comment: Unpacking Culture, Teaching, and Learning: A Response to 'The Power of Pedagogy'" (Carol D. Lee); (7) "Identity, Achievement Orientation, and Race: 'Lessons Learned' about the Normative Developmental Experiences of African American Males" (Margaret Beale Spencer); (8) "Comment: Human Development and the Social Structure" (Enora R.

information age. For families, the digital divide was most significant among single parent households and older people in family settings. Recommendations for action include providing outreach to the unwired on the use and benefits of information technology and convening community forums to discuss best practices and techniques. (Contains 21 figures, 6 tables, and 26 references.) (SM)

ED 463 392 UD 034 925

Pollack, Harold A.; Danziger, Sheldon; Seefeldt, Kristin S.; Jayakody, Rukmalie
Substance Use among Welfare Recipients: Trends and Policy Responses. JCPR Working Paper.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; National Inst. of Mental Health (DHHS), Rockville, MD.; Joyce Foundation, Chicago, IL.
PUB DATE- 02
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Alcohol Abuse; Child Welfare; *Drug Abuse; Public Policy; *Welfare Recipients; Welfare Reform
IDENTIFIERS- Addictive Behavior; Aid to Families with Dependent Children; Michigan; Temporary Assistance for Needy Families

Substance use by welfare recipients is frequently mentioned as an important barrier to well-being and social performance. This article uses nationally representative cross-sectional data and Michigan-specific panel data to summarize trends in substance use among Aid to Families with Dependent Children (AFDC) and Temporary Assistance to Needy Families (TANF) recipients. It also examines the prevalence of substance dependence within the welfare population. Although almost 20 percent of welfare recipients report recent use of some illicit drug during the year, only a small minority satisfy criteria for drug or alcohol dependence, as indicated by the short-form Composite International Diagnostic Interview. Illicit drug use and dependence and alcohol dependence are more common among women receiving welfare than among women who do not. For mothers who used cocaine, 59 percent received AFDC/TANF for at least 5 years and 75 percent experienced some period of welfare receipt. Drug use is a risk factor for welfare receipt. The article concludes by considering policy responses to substance use disorders following welfare reform. (Contains 52 references and 9 endnotes.) (SM)

Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Role; *Community Colleges; Education Work Relationship; Educational Finance; *Educational Objectives; *Enrollment; *Outcomes of Education; Partnerships in Education; *Program Implementation; *Strategic Planning; Two Year Colleges; Vocational Education
IDENTIFIERS- *Iowa Community College System

This document is a 5-year plan designed to improve the overall service and performance of Iowa community colleges. The plan emphasizes how the Iowa system values maintaining an open-door policy, responding quickly to students, the community, and industry needs, and collaborating with different educational and business sectors. Four major strategic goals for the system are disclosed in the report: (1) providing high quality, comprehensive educational programs and services; (2) developing highly skilled workers to meet industry demands; (3) maximizing financial and human resources to assure that Iowa community colleges are able to compete on national and international levels; and (4) demonstrating effectiveness and efficiency in achieving system goals, such as developing a set of agreed-upon performance indicators common to all community colleges. The report includes examples of programs that can be set up and utilized for achieving and measuring effectiveness. Also included are demographic, educational, technological, political, and economic assumptions for Iowa and its community college system, including: (1) the Iowa population will grow at a slow and steady pace, but the growth will not be uniform across the state; (2) the median age of Iowans will continue to rise; (3) the majority of the current workforce will require additional training and are likely to participate in lifelong learning; and (4) the shortage of skilled workers in Iowa and surrounding states will continue to be a major problem. (MKF)

ED 463 032   JC 020 261

Iowa Community Colleges Tuition and Fees Report, Academic Year 2001-2002.
PUB DATE- 01
NOTE- 23p.; Prepared by the Division of Community Colleges and Workforce Preparation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; College Role; *Community Colleges; Comparative Analysis; *Educational Finance; *Enrollment; *Tuition; Two Year Colleges
IDENTIFIERS- *Iowa Community College System

The document provides information on revenue generated from tuition, fees, and other related financial sources relating to Iowa community college. Findings include: (1) the average annual full-time Iowa community college tuition increased $714 (49%) from fiscal year 1993 to 2002; (2) the average annual full-time Iowa community college tuition for academic year 2001-2002 increased $224 (12%) to $2,162; (3) the difference in annual tuition cost among Iowa community colleges decreased from $626 in 1993 to $270 in 2001 and in fiscal year 2002 the

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; Caregiver Attitudes; *Caregiver Training; *Child Caregivers; Day Care; Early Childhood Education; Education Work Relationship; *Educational Certificates; Employer Attitudes; Foreign Countries; Higher Education
IDENTIFIERS- *Caregiver Qualifications; Scotland

This study by the Scottish Executive examined attainment of Higher National Certificates (HNCs) and Scottish Vocational Qualifications (SVQs) (types of educational qualifications) by child care providers in Scotland, noting the perceptions of key participants. The study had five key objectives: (1) to determine levels of uptake and, if possible, completion of both college-based and workplace qualifications, profiling respondents; (2) to explore students' and employers' opinions of the qualifications from a career and practical view; (3) to understand employers' views and opinions on the range of qualifications, for example about the quality of qualifications and the channels through which they are delivered; (4) to assess the relative merits of the qualifications from the perspective of training providers/awarding bodies; and (5) to identify any changes or modifications required to the overall design and delivery of child care qualifications. Based on findings in these areas, it was concluded that stakeholders regard the HNC as the better option in terms of career enhancement and academic quality, but most accepted that the SVQ was suitable for those already working in the profession. The SVQ was seen to offer employment opportunities of its own as well as more flexible modes of delivery. (EV)

ED 463 052 PS 030 145

Tinklin, Teresa; Croxford, Linda; Ducklin, Alan; Frame, Barbara
Gender and Pupil Performance. Interchange 70.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Females; Foreign Countries; Gender Issues; Influences; Low Achievement; Males; *Sex Differences; Underachievement
IDENTIFIERS- *Scotland

This study examined factors that influence the relative academic attainment of males and females and how good performance by both genders can be achieved. The study involved a review of literature and policy documents, statistical analysis of official data, a questionnaire survey of local authorities, and case studies of six secondary schools in Scotland and their associated primary schools. Findings included the following: girls have a better average attainment across school years, although there are still gender differences across the curriculum; boys are assigned more often than girls to learning support programs; and socioeconomic disadvantage is still a major source of underachievement. Findings indicated that there is no one, simple explanation for gender differences, and factors affecting attainment include peer influence, the interaction of teaching and learning styles, teacher-pupil relationships and classroom interactions, curriculum content and assessment methods, and parental and societal influences. These findings suggested several strategies and recommendations

NOTE- 34p.; For volumes 1 and 2, see ED 451 933. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Health; *Child Welfare; *Children; Data Collection; Family (Sociological Unit); Information Sources; Newsletters; Social Indicators; *Well Being; Youth
IDENTIFIERS- *Indicators

This document consists of four issues of a quarterly newsletter to communicate the major developments within each sector of the child and youth indicators field. The newsletters feature regular sections on the community, state, and national scenes, and include sections of resources and data. The Spring 2001 issue includes articles on the results of the Youth Tobacco Survey; social assets and vulnerabilities indicators for central Indiana; and indicators of positive psychological well-being. The Summer 2001 issue includes articles on the National Conference on Child and Youth Indicators; a report on human exposure to environmental chemicals; and the International Child Well-Being Project list of indicators. The Fall 2001 newsletter contains articles on using the 2000 Census supplementary survey to illuminate child well-being; the micro-level census data available through IPUMS (Integrated Public Use Microdata Series); the Neighborhood Change Database; the Programme for International Student Assessment; and work to improve indicators on disabled children and youth. The Winter 2001 issue includes articles on state-level indicators of maternal, infant, and child health; the Monitoring the Future Survey; basic training in the use of social indicators; and a federal agency meeting to improve measures of marriage and family structure. (KB)

ED 463 071 PS 030 211

Gellens, Suzanne, Ed.
Children Our Concern: The Journal of the Early Childhood Association of Florida, Inc., 2000.
PUB DATE- 00
NOTE- 41p.; Published twice per year; one issue was produced for Volume 25. For 1999/2000 issues, see ED 461 416.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Caregivers; Childhood Attitudes; Childrens Literature; *Day Care; *Early Childhood Education; Educational Practices; Learning Activities; *Mentors; Older Adults; *Organizations (Groups); Peer Relationship; *Preschool Teachers; Stereotypes; Teacher Collaboration; Teacher Student Relationship; Young Children
IDENTIFIERS- Florida

This document is comprised of the single 2000 issue of a journal for Florida early childhood education practitioners, providing information on current issues in early childhood education, educational practices, and activities of the Early Childhood Association of Florida (ECA of FL). Regular features in each issue include "Did You Know?" a column to increase awareness of health and safety issues in early childhood programs; reviews of children's literature; a calendar of events; reports from ECA of FL officers; and information on ECA of FL activities. This issue features articles on creating mentoring relationships among teachers, forms of age-related stereotypes in children's literature, the Florida administrator credential, and teaching children how to perceive and respond to others' and provides information on Kansas' rank in comparison to other states, to the best state in the nation, and to the best neighboring state. The report then quantifies improvements needed to match the best state. Findings indicate that, based on a composite ranking of all states, Kansas ranked seventeenth in 1998, in comparison to New Hampshire with the best composite rank and neighboring Iowa with a rank of six. Three strategies are presented to achieve the vision that Kansas children have the best opportunities in which to grow and thrive: (1) invite other individuals and state organizations to adopt this vision as their own; (2) listen to what children and youth say they need; and (3) become advocates for children and youth. The report concludes with a description of the work, mission, and funding sources for the Kansas Action for Children, Inc. (KB)

ED 463 089 PS 030 237

Foster, Sharon, L.; Brennan, Patricia; Biglan, Anthony; Wang, Linna; al-Ghaith, Saud
Preventing Behaviour Problems: What Works. Educational Practices Series.
PUB DATE- 02
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Behavior; *Adolescents; Adult Child Relationship; *Behavior Problems; Child Behavior; *Children; Discipline; *Educational Practices; Elementary Education; *Prevention; Teacher Student Relationship; *Theory Practice Relationship

This booklet is the eighth in a series on educational practices that generally improve learning. The booklet explains principles for preventing a wide variety of youth problems ranging from discourtesy to serious life-threatening behavior such as smoking, alcohol abuse, and violence. The discussion of each principle includes a summary of research findings and a description of the implications for teachers and communities that follow from them. The principles are: (1) start prevention early; (2) provide positive consequences to increase desirable behaviors; (3) clear, immediate, mild negative consequences can reduce problem behaviors; (4) create opportunities for children to observe and practice interpersonal as well as academic skills; (5) monitor children's and adolescents' behavior and provide appropriate supervision; (6) reduce youths' access to situations in which problem behavior is particularly like to occur; (7) reduce children's exposure to negative conditions that cause stress; (8) encourage good biological functioning throughout development; (9) discourage aggression; and (10) establish strong, clear norms for behavior. (Contains 22 references.) (KB)

ED 463 090 PS 030 242

Rosebrook, Vicki; Haley, Hollie; Larkin, Elizabeth
Hand-in-Hand We're Changing the Future of Education: Introducing the Intergenerational Approach and Promoting the Need for Trained Professionals.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association of Educators of Young Children Conference (Anaheim,

of 5 percent in their ability to use independent learning behaviors, 2 percent in social skills, and 6 percent in ability to meet target academic and social behaviors. School discipline incidents dropped from 1.6 per student per month to 0.3. (TD)

ED 463 107 RC 023 409

Dover, Wendy F.
Instructional Management of Paraeducators in Inclusive Classrooms: The Perspectives of the Teachers.
PUB DATE- 02
NOTE- 10p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, NV, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Cooperation; Elementary Secondary Education; *Inclusive Schools; *Paraprofessional School Personnel; *Personnel Management; *Regular and Special Education Relationship; *Rural Schools; Special Education; Supervisor Supervisee Relationship; Supervisory Methods; Teacher Attitudes
IDENTIFIERS- *Kansas

A study examined management practices of general and special education teachers and therapists who work with paraeducators in K-12 inclusive classrooms. Surveys focusing on the actual and ideal performance of 27 specified supervisory tasks were completed by 369 general and special education teachers and therapists from 12 school districts, 11 of them rural, within 2 eastern Kansas special education cooperatives. Respondents had experience working with paraeducators, but the majority did not have preservice or inservice training in working with paraeducators. Actual and ideal task performance differed significantly. General and special education teachers reported performing about the same number of management tasks as well as sharing the responsibility for other tasks. Ideally, the overwhelming majority of the tasks should be performed or shared by both the general and special education teachers. The ideal task performance indicated a shift from individual to shared responsibilities. General and special education teachers had different perceptions about actual and ideal paraeducator management, but those differences were more pronounced in actual task performance than in ideal performance, indicating a possible lack of collaboration and communication. Ideal responses were impacted by building level assignments. Respondents appeared willing to take on increased responsibilities associated with effective paraeducator use in their inclusive classrooms. (Contains 16 references.) (TD)

ED 463 108 RC 023 410

Hermanson, Michael J.; Hoagland, Tina
Utilizing Paraeducators as Liaisons to the Local Community.
PUB DATE- 02
NOTE- 7p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, NV, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Method (Teaching Technique); Distance Education; Higher Education; *Individualized Education Programs; Material Development; *Programmed Instructional Materials; *Special Education; *Teacher Education; *Web Based Instruction
IDENTIFIERS- *Nevada; University of Nevada Reno; Web Sites

A Web-based tutorial was developed to teach preservice special education teachers about the individualized education program (IEP) process in Nevada and to allow them to practice development of specific IEP components. The Web site has four major sections, which: (1) review the process by which children become eligible for special education; (2) explain each component of the IEP, using Nevada state-adopted forms; (3) present case studies and allow students to practice the formats for writing goals, objectives, and justification statements; and (4) provide additional Web-based resources focused on the IEP. The third section--"Practice"--is the most complex and contains exercises to help students write and evaluate the narrative parts of the IEP; case studies that lead students through the decision-making process and include links to professional opinions on each aspect of the case; and additional case studies to be used for student evaluation. The tutorial was used for the first time during the fall 2001 semester, freeing class time to cover other subjects. Students accessed the Web site an average of 16 times during the semester; four students who were asked to resubmit their IEPs were among those who used the tutorial the least. Evaluations of the tutorial by 19 students indicated that they used the tutorial an average 4.2 hours and found it valuable, with the practice section being most highly rated. (SV)

ED 463 125 RC 023 427

Blair, Regina B.; Ormsbee, Christine; Brandes, Joyce
Using Writing Strategies and Visual Thinking Software To Enhance the Written Performance of Students with Mild Disabilities.
PUB DATE- 02
NOTE- 6p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, Nevada, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Junior High Schools; Learning Disabilities; *Mild Disabilities; *Remedial Instruction; Student Attitudes; Summer Programs; *Writing Improvement; *Writing Instruction; Writing Strategies

Students with mild disabilities often have difficulties with organization and written performance. These students can be helped by a combination of effective instructional strategies, compensatory strategies, and technological tools. Planning and organizing tools can encourage activities such as concept mapping, story webbing, brainstorming, visual graphing, and outlining. "Inspiration" is one such tool--a computer software program that helps students visually organize their ideas and investigate relationships during the writing process. During a

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Learning Problems; Mathematics Curriculum; Mathematics Instruction; *Numeracy; *Problem Solving; *Teaching Methods

This book features a guide to teaching mathematics more effectively. Examining the different ways students acquire mathematical skills, it helps teachers develop flexible teaching methods that suit these varied ways of learning. Common areas of learning difficulty in mathematics and why students fail, ways for teachers to determine gaps in students' knowledge and how to develop curricula that address these gaps, and problem-solving strategies and skills as a means of improving numerical literacy are also discussed. The book draws extensively on research from the fields of developmental and cognitive psychology and is written in a style designed to appeal to the busy classroom teacher. Includes a section on recommended resources (texts, assessment and teaching resources, and useful journals) and an index. Appended are: students with Learning difficulties: selecting priority curriculum content; and The One Minute Basic Number Facts Tests (1995). (Contains approximately 220 references. (MM)

ED 463 146 SE 065 719

Ballone, Lena M.; Czerniak, Charlene M.
Teachers' Beliefs about Accommodating Students' Learning Styles in Science Classes.
PUB DATE- 01
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Cognitive Style; Higher Education; *Science Curriculum; *Science Instruction; *Science Teachers; *Teacher Attitudes; *Teaching Methods

Learning styles is a common strand found throughout recent science education reform recommendations. The objective of this study was to examine the influences of teacher beliefs regarding their intent to implement a variety of instructional strategies to meet the needs of different learning styles in the science classroom. Ajzen's (1985) Theory of Planned Behavior was used to investigate the influence of the primary constructs (attitude toward the behavior (AB), subjective norm (SN), and perceived behavioral control (PBC) on intent to engage in the targeted behavior. Differences between various teacher populations for the three primary constructs and intent also were examined. Survey research methods were employed to obtain data (n=109 Ohio teachers, randomly selected). Results were statistically analyzed using multiple regression, correlations, descriptive statistics, reliability, ANOVAS, and Scheffe post hoc techniques. Results indicated that attitude toward behavior and subjective norm influenced teachers' intent to implement variety of instructional strategies to meet the needs of different learning styles. Attitude toward behavior was the greatest influence. It was concluded that teacher belief constructs should be considered carefully when planning teacher development programs in order to successfully implement science reform recommendations. (Contains 53 references.) (Author/MM)

ED 463 147 SE 065 772

PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Change;
Elementary Secondary Education; *Mathematics Education;
*Socioeconomic Influences
IDENTIFIERS- National Assessment of Educational Progress

The purpose of this analysis was to examine issues of mathematics achievement in a reform environment by means of exploring the relevance of school and social variables on student performance in the state of Kentucky. The study was correlational in nature. Ordinary Least Squares (OLS) multiple regression analysis was used to identify the predictors of student achievement for the 1996 National Assessment for Educational Progress (NAEP) in Kentucky. The predictors included sets of teacher related variables (certification, coursework, and knowledge of standards), students' socio-demographic variables, and parental background variables. The dependent variable was operationalized using school scores on a standardized test, the NAEP. Student variables such as free/reduced lunch participation and race were predictors of educational outcomes. In addition, parental background variables such as father's educational level, mother's educational level, and mobility were significant predictors. Finally, only certification for the elementary math appeared as a predictor of mathematics achievement. Implications for policy and administrative practice are discussed. (Contains 20 references.) (Author/MM)

ED 463 169 SE 065 820

Thorson, Annette, Ed.
Mathematics and Science across the Curriculum.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 02
NOTE- 97p.; Theme issue. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Art; Elementary Secondary Education; *Instructional
Materials; Integrated Curriculum; Language Arts; *Mathematics
Education; Music; *Science Education

This issue, intended for classroom teachers, provides a collection of essays organized around the theme of mathematics and science across the curriculum as well as a guide to instructional materials related to the theme. Topics addressed in the essays include experiencing mathematics through nature; connecting science, fiction, and real life; exploring science and human health; and learning daily from everyday problems. Sections include: (1) "What Does Learning Look Like?" (Annette Thorson); (2) "National Science Foundation" (Kimberly S. Roempler); (3) "Blinded by Technology?" (Joyce Kasman Valenza); (4) "The Power of Convergent Learning" (Carol Damian); (5) "Dream Houses; A Floor Plan for Mathematical Success" (Robert E. Freeman); (6) "Physics Fun" (Louise Stivers); (7) "Making Connections with the Vedic Square" (Thomasenia Lott Adams); (8) "ENC Has Across-the-Curriculum Ideas for You!" (Scott Bartley and Gordon Baugh); (9) "Beyond Numbers: Communicating in Math Class" (David K. Pugalee); (10) "Writing To Learn Mathematics" (Joan Countryman); (11) "Island Hopping Across the Curriculum" (Mary Hindelang); (12) "Experiencing Math through Nature" (Colleen Niemi); (13) "Batty about Bats" (Elizabeth Grenke);

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Built Environment; *Colonial History (United States); *Foundries; *Heritage Education; *Historic Sites; Intermediate Grades; Land Use; Primary Sources; Secondary Education; Social Studies; Student Educational Objectives
IDENTIFIERS- *Iron (Metal); Ironworkers; Massachusetts; National Register of Historic Places

In 1948 archeologists verified that a now overgrown and urbanized landscape along the Saugus River (Massachusetts) was the site of the Saugus Iron Works from 1646 until 1648. That discovery led to a careful, though partly conjectural, reconstruction of the first successful integrated ironmaking plant in the colonial America. The early Puritan settlers of the Massachusetts Bay Colony needed an ironmaking factory to make tools and utensils for house building. Ironmasters recruited skilled and unskilled workers from the ironmaking regions in England. The reconstruction of the Saugus Iron Works helps people imagine the daily life of these early European settlers. This lesson is based on the National Register of Historic Places registration file, Saugus Iron Works National Historic Site, and primary documents from archives at the site. The lesson can be used in teaching units on the life and culture of the colonial United States, archeology, settlements and use of the land, or the history of technology. It is divided into eight sections: "About This Lesson"; "Getting Started: Inquiry Question"; "Setting the Stage: Historical Context"; "Locating the Site: Maps" (Saugus, Massachusetts and Surrounding Area; South Part of New England, 1634); "Determining the Facts: Readings" (An Ironworks in New England; An Ironworks Community); "Visual Evidence: Images" (Map of Saugus, Lynn and Nahant; Materials and Techniques for Making Iron; Excavation at the Saugus Site; Artifact Found at Saugus; Reconstructed Ironworks Buildings; Artists' Conception of Saugus Ironworks); "Putting It All Together: Activities" (Archeology; Researching Industries in the Local Community); and "Supplementary Resources." (BT)

ED 463 191   SO 032 558

Fortier, Byron
The Vieux Carre: A Creole Neighborhood in New Orleans. Teaching with Historic Places.
PUB DATE- 01
NOTE- 33p.; Edited by Fay Metcalf.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Built Environment; *Colonial History (United States); Creoles; Cultural Pluralism; *Heritage Education; *Historic Sites; Intermediate Grades; Primary Sources; Secondary Education; Social Studies; Student Educational Objectives
IDENTIFIERS- *Louisiana (New Orleans); National Register of Historic Places; Westward Movement (United States)

The French Quarter ("Vieux Carre" in French) is the heart and soul of modern New Orleans (Louisiana), serving as a continuous reminder of the city's Creole, colonial past. The French Quarter, lying barely above sea level, hugs the bank of the Mississippi River. Buildings with wrought-iron balconies crowd each other and the narrow streets. This lesson is based on the National Register of Historic Places registration file, Vieux

Innovation; *Knowledge Base for Teaching; Phenomenology; *Professional Development; Social Studies; *Teacher Workshops
IDENTIFIERS- *Alternative Conceptions; Teaching Research

Professional development is frequently undertaken as an activity to be done to teachers rather than in collaboration with them; designed to make teachers more effective, with the assumption that they are currently deficient; communicates ideas with an air of expertise and a messianic quality; and assumes universally effective teaching practice that is readily transferable and teacher-proof. This paper examines the effects of an alternatively constructed professional development community through the phenomenological perspective of participants. It advances a series of arguments toward larger purposes for professional development: (1) typical professional development strategies have taken on the quality of sanctified tradition in schools, without meaningfully incorporating existing scholarship or thoughtful reflection upon past practice; (2) professional development that addresses four critical knowledge bases (content, pedagogy, pedagogical-content, and self knowledge) over an extended period of time can serve as a meaningful alternative to the one-shot workshop traditionally sanctified; and (3) such an approach allows teachers to derive individualized meanings and renewed direction for their professional work, and with that, an expanding sense of self. (Contains 2 tables and 39 references.) (BT)

ED 463 211 SO 033 631

Suhrcke, Marc
Preferences for Inequality: East vs. West. Innocenti Working Papers.
PUB DATE- 01
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communism; Data Analysis; Developing Nations; Foreign Countries; Free Enterprise System; *Income; Political Attitudes; *Regional Attitudes; *World Views
IDENTIFIERS- Europe (Central); Europe (East); *Income Disparities; International Surveys

Do preferences for income inequality differ systematically between the post-socialist countries of central and eastern Europe and the western established market economies? Analyzing 1999 data from a large international survey to address this question, the paper examines whether attitudes to inequality differ between east and west even after the conventional determinants of attitudes are controlled. Results suggest that this is the case. A decade after the breakdown of communism, people in transition countries are significantly more egalitarian than those living in the west, in the sense that they are less willing to tolerate existing income inequalities, even after the actual level of income inequality and other determinants of attitudes are taken into account. Results do not seem to be driven by a recent change in attitudes due to a rapid rise in inequality during transition but appear to constitute an attitudinal legacy carried over from socialism. This has important implications for the political support of reform policy, particularly for the political feasibility of future welfare state reforms in these countries. (Contains 32 notes, 30 references, and 7 tables. Additional tables are appended.) (BT)

ED 463 230   SO 033 692

American Government: Voices of Citizenship. Course of Study.
PUB DATE- 02
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Activism; Citizen Participation; *Citizenship Education; *Civics; Political Science; Public Schools; Secondary Education; *Service Learning; *State Standards; Student Educational Objectives
IDENTIFIERS- *Character Education; *Idaho

Civic education is essential to sustaining constitutional democracy. Each new generation presents a new group of people who must acquire the knowledge, learn the skills, and develop the disposition or traits of private and public character that undergird a constitutional democracy. Citizenship training means teaching students to think critically, listen with discernment, and communicate with power and precision. The ultimate goal of social studies in Idaho is to develop the civic competence and civic participation of Idaho's youth. The Idaho Achievement Standards for social studies grades 9-12 include civic education developed according to the language of the National Standards for Civics and Government. Following an introduction, this lesson plan is divided into three blocks: (1) "Emergence of a Democracy" (Goal and Objectives, Character Education: Brotherhood, Idaho Achievement Standards, Suggested Activities, Suggested Materials); "Government" (Goal and Objectives, Character Education: Dependability and Responsibility, Idaho Achievement Standards, Suggested Activities, Suggested Materials); "Civic Activism" (Goal and Objectives, Character Education: Courage, Idaho Achievement Standards, Suggested Activities, Suggested Materials); (2) "Project Citizen" (Goal and Objectives, Character Education: Nurturing Attitude, Idaho Achievement Standards, Suggested Activities, Suggested Materials); and (3) "Service Learning" (Goal and Objectives, Character Education: Friendship and High Expectations, Idaho Achievement Standards, Suggested Activities, Suggested Materials). Appendix A contains the Idaho Achievement Standards and Appendix B contains additional activities for students. (BT)

ED 463 231   SO 033 693

Scholl, Charlotte Ofca
Springwood: Birthplace and Home to Franklin D. Roosevelt. Teaching with Historic Places.
PUB DATE- 02
NOTE- 37p.; Edited by Jean West. Part of the Teaching with Historic Places, Links to the Past National Park Service Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Built Environment; Curriculum Enrichment; Elementary Secondary Education; Heritage Education; *Historic Sites; *Housing; Presidents of the United States; Primary Sources; Social Studies; Student Educational Objectives; *United States History
IDENTIFIERS- Hudson River; National History Standards; National Register of Historic Places; New York (Hyde Park); *Roosevelt

institutions offering EE courses to pre-service teachers has remained generally low and the level of priority granted to EE has been nominal. (Contains 27 references.) (Author/SM)

ED 463 251 SP 040 541

Teacher Professional Development in Ohio.
PUB DATE- 01
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Block Grants; Elementary Secondary Education; *Faculty Development; Federal Aid; State Aid; Teacher Certification
IDENTIFIERS- Continuous Improvement; *Ohio

This report examines teacher professional development in Ohio, highlighting the Local Professional Development Block Grant and the role of Local Professional Development Committees (LPDCs). Data come from nine school district case studies and surveys of school district treasurers. Funding sources are often restricted to a subject area, group of teachers, or reform effort. The Local Professional Development Block Grant, however, can be used to support any type of professional development. Ohio has shaped professional development with new teacher licensure standards, LPDCs, and the Continuous Improvement Plans. Districts access different regional service providers to help plan and provide teacher development activities. LPDCs are critical to ensuring that teacher development is aligned with districts' Continuous Improvement Plans. Lack of time, discretionary funds, and evaluation efforts hamper professional development efforts. The report offers recommendations for improving school districts' ability to offer effective professional development. Appendixes include programs featured in the 2000 and 2001 Professional Development Line Item, federal formula grant programs used for teacher development, transition from certification to licensure, legislative history of local professional development block grants and local professional development committees, and overview of requirements for LPDCs from Ohio Revised Code Section 3319.22. (Contains 43 bibliographic references.) (SM)

ED 463 252 SP 040 543

Jackson Nathaniel, Ed.; Bolden, Wiley S., Ed.; Fenwick, Leslie T., Ed.
Patterns of Excellence: Promoting Quality in Teaching through Diversity.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; Pew Charitable Trusts, Philadelphia, PA.; Ford Foundation, New York, NY.; Rockefeller Bros. Fund, New York, NY.; Annenberg Foundation, St. Davids, PA.; BellSouth Foundation, Inc. Atlanta, GA.
PUB DATE- 01
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Alternative Teacher Certification; Black Colleges; *Black Teachers; College Bound Students; *Diversity (Faculty); *Educational Quality; *Excellence in Education; High School Students; Higher Education; *Minority Groups; Paraprofessional School Personnel; Partnerships in Education; Preservice Teacher Education; Secondary Education; Teacher Recruitment; Teacher

Many of these states also allow retired teachers to work part time, in time-limited positions, or as substitute teachers while receiving retirement benefits. The other four states allow retirees to serve as part time or substitute teachers while receiving retirement benefits. A table outlines policies in the 12 SREB states that allow retirees to return to full-time teaching. It focuses on the separation period, time limitations for service after retirement, earning limitations, and status in the retirement program. (SM)

ED 463 271 SP 040 595

Martinello, Marian L.; Cook, Gillian E.
Interdisciplinary Inquiry in Teaching and Learning. Second Edition.
PUB DATE- 00
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Computer Uses in Education; Educational Technology; Elementary Education; Evaluation Methods; *Inquiry; Integrated Curriculum; *Interdisciplinary Approach; Middle Schools; Questioning Techniques; Resource Materials; Student Evaluation; Teacher Role; Thematic Approach
IDENTIFIERS- Dewey (John)

This book was written from the Deweyan premise that children will become lifelong, self-directed learners by engaging in inquiry processes with interdisciplinary content and that, from these explorations, upper elementary and middle school students can inductively formulate concepts and generalizations that help to explain the world and what it means to be human. The book offers eight chapters in two parts. Part 1, "Introduction to Interdisciplinary Inquiry," includes (1) "The Interdisciplinary Qualities of Inquiry" and (2) "Historical Experiments in Integrated Curriculum." Part 2, "Development of Interdisciplinary Theme Studies," includes (3) "Models, Teacher Roles, and Starting Points for Theme Studies"; (4) "Implementing a Theme Study"; (5) "Using Resources for Interdisciplinary Theme Studies: Print, People, Places, and Things"; (6) "Using Resources for Interdisciplinary Theme Studies: Media and Technology"; (7) "Engaging Children in Inquiry"; and (8) "Accountability and Assessment." (Chapters contain references.) (SM)

ED 463 272 SP 040 597

Reference Guide for Integrating Curriculum, 2001-2002. Grade 7.
PUB DATE- 02
NOTE- 38p.; For the grade 8 curriculum, see SP 040 598.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Teaching Methods

This reference guide is designed to help seventh grade teachers plan for instruction, providing all of the goals and objectives in one document. The guide can be used to link instructional objectives across disciplines, plan integrated units, and

(James Joseph Scheurich). Chapter 8 features "Windows/Ventanas: A Postmodern Re-Presentation of Children in Migrancy" (Gerardo R. Lopez, Miguel A. Guajardo, and James Joseph Scheurich). Chapter 9 offers "Racing Representation: A 'Raza Realist' Narration of Migrant Students, Their 'Educacion' and Their 'Contexto'" (Gerardo R. Lopez, Miguel A. Guajardo, Maricela Oliva, and James Joseph Scheurich). Chapter 10 includes "Labores de la Vida/The Labors of Life: A Description of a Video Documentary of Mexican-American Adults Who Were Migrant Agricultural Workers as Children and a Commentary by Miguel Guajardo" (Miguel Guajardo, Patricia Sanchez, Elissa Fineman, and James Joseph Scheurich). (Contains approximately 175 references.) (SM)

ED 463 290 TM 033 038

LEAP Manual, 1997-98: Student Assessment Data Collection. Local Education Agency Program Reports.
PUB DATE- 98
NOTE- 35p.; For the 2000-2001 manual, see TM 033 039.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Data Collection; Disabilities; *Elementary School Students; Elementary Secondary Education; Limited English Speaking; *Research Reports; *School Districts; *Student Evaluation; Student Records; Test Results
IDENTIFIERS- *New York

This manual contains guidelines for local education agency program (LEAP) reports for the collection of student assessment data in New York for school year 1997-1998. Student assessment data must be reported for elementary school students or students of chronological age equivalent to elementary school and for secondary school students from schools receiving aid for limited English proficient students, special education students, or students from schools that receive state compensatory or Title I aid. The types of records required for each student and the ways these records are coded and reported are described. The guide contains these sections: (1) the LEAP timeline; (2) "LEAP Reporting Guidelines"; (3) "LEAP Data Definitions and Glossary"; (4) "High Schools"; (5) "LEAP Data Reporting Procedures"; (6) "LEAP Code Lists"; (7) "LEAP Data Transmittal"; and (8) "LEAP Record Layout." (SLD)

ED 463 291 TM 033 039

LEAP Manual, 2000-01: Student Assessment Data Collection. Local Education Agency Program Reports.
PUB DATE- 01
NOTE- 37p.; For the 1997-1998 manual, see TM 033 038.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Data Collection; Disabilities; Elementary Education; *Elementary School Students; Limited English Speaking; *Research Reports; *School Districts; *Student Evaluation; Student Records; Test Results
IDENTIFIERS- *New York

degree programs were interviewed. Major themes identified through these interviews were an increased recognition of professional accomplishments, a greater appreciation of the workplace as a learning venue, and an enhanced understanding of the role of mentors in workplace learning. Based on the interview findings, 24 survey questions were developed and sent to working adults who had completed portfolios as undergraduates. Responses from 151 workers reaffirmed the identified themes and indicated that the greater the understanding of learning that workers have throughout their careers, the more likely they are to understand their own progress and performance. Future research from this longitudinal study will explore connections between self-reflection and increases in learning through work experiences. One appendix contains a sample student portfolio, and the others contain the student survey and descriptive figures. (Contains 2 figures and 26 references.) (SLD)

ED 463 312 TM 033 744

Leder, Gilah C.; Forgasz, Helen J.
Two New Instruments To Probe Attitudes about Gender and Mathematics.
PUB DATE- 02
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Countries; Gender Issues; *Mathematics; Research Methodology; Secondary Education; *Secondary School Students; *Sex Differences; *Sex Stereotypes; *Student Attitudes
IDENTIFIERS- *Australia; Fennema Sherman Mathematics Attitudes Scales

Two forms of a new instrument, "Mathematics as a Gendered Domain" and "Who and Mathematics," were developed to replace one of the scales of the Fennema-Sherman Mathematics Attitudes Scales. The aim of both instruments is to measure the extent to which students stereotype mathematics as a gendered domain. For "Mathematics as a Gendered Domain," a Likert-type scoring format is used. The other instrument uses an innovative response format that asks students to indicate whether girls or boys are more likely to match the wording of the item. The instruments were developed with the cooperation of mathematics teachers and a dozen volunteer secondary school students. The developed scales were pilot tested with about 400 students in grades 7 through 10 in Australia, and modified versions were then administered to approximately 1,600 students in grades 7 through 10. Data show that a majority of students perceived mathematics as a gender-neutral domain, but among those who did not, girls were thought to be superior at mathematics. Boys' behaviors were thought to be less functional; boys were thought to be more likely to find mathematics difficult, to be bored, and to need more help. An appendix lists 13 articles related to the use of these instruments. (SLD)

ED 463 313 TM 033 745

Osborne, Jason W.
The Effects of Minimum Values on Data Transformations.
PUB DATE- 02
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).

redesigned classes than in the traditional course. (Contains 4 tables, 4 figures, and 18 references.) (SLD)

ED 463 333 TM 033 765

Kim, Dong-In; Brennan, Robert; Kolen, Michael
A Comparison of IRT Equating and Beta 4 Equating.
PUB DATE- 02
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2-4, 2002). Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Criteria; Elementary Education; *Elementary School Students; *Equated Scores; *Item Response Theory; True Scores
IDENTIFIERS- *Equipercentile Equating; Iowa Tests of Basic Skills

Four equating methods were compared using four equating criteria: first-order equity (FOE), second-order equity (SOE), conditional mean squared error (CMSE) difference, and the equipercentile equating property. The four methods were: (1) three parameter logistic (3PL) model true score equating; (2) 3PL observed score equating; (3) beta 4 true score equating; and (4) beta 4 observed score equating. Four subtests of the Iowa Tests of Basic Skills, with two forms of each test and a random sample of 3,000 examinees for each form were used. Results show that true score equating more closely achieved FOE than observed score equating, while observed score equating more closely achieved SOE, CMSE difference, and equipercentile equating property than true score equating. Among the four equating methods, 3PL observed most closely achieved SOE and had the smallest CMSE difference, and beta 4 observed was the method that most closely met the equipercentile equating property. (Contains 6 tables, 7 figures, and 26 references.) (SLD)

ED 463 334 TM 033 807

Hoffman, Charlene
Mini-Digest of Education Statistics, 2001.
PUB DATE- 02
NOTE- 68p.; For the previous year's "Mini-Digest," see ED 457 199.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Dropouts; Educational Administration; Educational Finance; *Educational Trends; *Elementary Secondary Education; *Enrollment; Ethnic Groups; Graduates; *Higher Education; Racial Differences; Statistical Data; *Student Characteristics; Tables (Data); Teacher Characteristics; Trend Analysis

This document, the ninth edition of the Mini-Digest of Education Statistics, provides a pocket-sized compilation of statistical information about U.S. education from kindergarten through graduate school. The statistical highlights provide a quantitative description of the current U.S. education scene. Data are from many government sources, especially surveys carried out by the National Center for Education Statistics. Unless otherwise noted, data are extracted from the Digest of Education Statistics. Information is presented on: (1)

communities: Pasadena, Long Beach, San Jose, Fresno, and Sacramento. This initiative, begun in 1999, is committed to a community-based and community-building approach to supporting learning and focuses on improving academic achievement during out-of-school hours. It is based on a theory that academic achievement will be improved through a combination of community-level changes. Its mission is to improve academic achievement in grades K-12 by mobilizing families and aligning community-wide networks of enriching out-of-school resources to support student learning. Each community adapts the CORAL model to local circumstances, forming community partnerships and a sense of collective responsibility in the process. Each CORAL community also incorporates an academic-based Youth Institute to engage high school students. It begins with an intensive summer program and continues throughout the year on a regular basis. CORAL communities emphasize technology use, harnessing technology's power in the areas of learning, communications, and capacity building. An important element in capacity building is educating parents and caregivers to build an informed constituency that will demand high quality activities for their children and work to improve the quality of schools. Six appendices present CORAL's theory of change model, 15 strategies of successful after-school programs, the consultant team roster, the National Advisory Committee roster, site contacts, and a tear-out card for getting involved in CORAL. (SM)

ED 463 354 UD 034 870

Beaman, Richard H.; Schaefer, Roberta R.
Benchmarking Public Education in Worcester.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.
PUB DATE- 02
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Attendance Patterns; Dropout Rate; Elementary Secondary Education; Employer Attitudes; Employers; Family Involvement; Public Schools; School Districts; Scores; Student Mobility; Urban Schools

This report examines the performance of the Worcester Public Schools, Massachusetts, highlighting the areas in which Worcester is succeeding and where it needs improvement. Indicators presented in the report were developed in collaboration with representatives of a wide variety of organizations, as well as public officials. The report provides some comparisons to similar school districts in Massachusetts, including Springfield, Lowell, and Fall River. Although the report presents aggregate district-level data, a data appendix with individual data for individual schools in Worcester is available at the end of the report. The report begins by describing what performance measures are and how they should be used. Next it focuses on the six indicators: attendance and dropout rates; student mobility; family involvement; post-graduate placement; local employer satisfaction; and Massachusetts Comprehensive Assessment System (MCAS) scores. For each indicator, the report discusses why it is important, how Worcester performs, and what it means for Worcester. After offering detailed district profiles for the four cities, a data appendix presents detailed charts on each of the six indicators. (SM)

Brown); (9) "Why Can't Sonya (and Kwame) Fail Math?" (Signithia Fordham); (10) "Comment: Cultural Discontinuity, Race, Gender, and the School Experiences of Children" (Vivian L. Gadsden); (11) "Culturally Appropriate Pedagogy" (Janice E. Hale); (12) "Comment: The Challenges of Cultural Socialization in the Schooling of African American Elementary School Children: Exposing the Hidden Curriculum" (A. Wade Boykin); (13) "Education and Socialization: A Review of the Literature" (Michele Foster); (14) "Comment: Schools as Contexts for Socialization" (Cynthia Hudley). (Chapters contain references.) (SM)

ED 463 374 UD 034 898

Mezey, Jennifer; Greenberg, Mark H.; Schumacher, Rachel; Lombardi, Joan; Hutchins, John

Unfinished Agenda: Child Care for Low-Income Families Since 1996. Implications for Federal and State Policy. Report and Policy Brief.

SPONS. AGENCY- Foundation for Child Development, New York, NY.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; George Gund Foundation, Cleveland, OH.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; Open Society Inst., New York, NY.; Public Welfare Foundation, Washington, DC.

PUB DATE- 02

NOTE- 101p.; Also supported by the Moriah Fund.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Data Collection; *Day Care; Early Childhood Education; Federal Aid; Financial Support; *Low Income Groups; Quality Control; State Government

IDENTIFIERS- Day Care Availability; *Day Care Quality; Illinois; Iowa; Maine; *Subsidized Child Care Services; Temporary Assistance for Needy Families; Texas; Washington

This report and policy brief synthesizes findings from five reports on the experiences of low-income parents, child care providers, and state child care systems in Illinois, Iowa, Maine, Texas, and Washington. In recent years, there has been increased national funding for child care but deteriorating economic conditions that could jeopardize programmatic gains. The number of families and children receiving subsidy assistance has increased substantially since 1996, as has the number needing assistance, and demand is outstripping supply. Low-income families with subsidies are more likely to access formal and regulated child care than their unsubsidized peers, but low payment rates and insufficient supply of necessary and appropriate child care may limit their ability to access a broad range of care. Although most subsidized children receive care in licensed settings, there is little information about the quality of these settings, and even less information about the quality of license-exempt and informal child care settings. Recent increases in funding may have helped low-income families afford higher quality care. Recommendations for federal policymakers in the areas of funding, quality, administrative barriers, access to a broad array of care, and data collection are presented. An appendix includes executive summaries of the five reports. (SM)

ED 463 375 UD 034 900

Wright, David J.

difference increased to $360; (4) in 1980, tuition and fees generated 24% of the total operating funds of Iowa community colleges, but in fiscal year 2001, 39% of the total operating funds of Iowa community colleges was generated through tuition and fees; (5) Iowa community college average tuition is 54% above the national average; (6) Iowa ranks fourth in tuition when compared with surrounding states; (7) in fiscal year 2000, Iowa community colleges collected $121 million from tuition and fees; and (8) the average community college semester hour tuition rate in the fall term of the year 2001 was $72.05. The appendix provides specific tuition and fees information for every Iowa community college as well as a breakdown of revenue sources for all Iowa community colleges, from 1980 to 2001. (MKF)

ED 463 033 JC 020 262

Transfer Issues Advisory Committee Report: Identifying and Closing the Gaps.
PUB DATE- 01
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Access to Education; *College Credits; *College Transfer Students; *Community Colleges; Higher Education; Outcomes of Education; *Recordkeeping; Technical Education; Time to Degree; Transfer Policy; *Transfer Rates (College)
IDENTIFIERS- *Texas

This report analyzes the statistics regarding college transfer issues in Texas higher education. Thousands of individual student transcripts were reviewed by the Transfer Advisory Committee, which was appointed by the Commissioner of Higher Education. The Committee's goal was to determine how many courses were accepted by the receiving institutions, how many were rejected, the reasons why particular courses were rejected, and the academic validity of those rejections. To examine the performance of transfer students, the Committee compared the grade point averages (GPAs) of students who transferred from colleges, students who transferred from universities, and non-transferring "native" students who started and remained at their initial universities. Texas data shows a 0.08 GPA difference among the 3 types of students. The report includes tables and graphs demonstrating, among other facts, the percent of total semester credit hours (SCH) presented that were accepted for transfer in Texas universities: (1) 83% of SCH were accepted for college transfer students, while 91% of SCH were accepted for university transfer students; (2) 11% of SCH were accepted but not applied to the degree program, primarily because there were no course equivalents; and (3) 37% of credits that were totally rejected were rejected for being technical. Appended are: transfer scenarios; comparisons of GPAs between Texas and other states; transfer efficiency; and grade point averages. (Contains 14 tables, 6 graphs, and a glossary of terms.) (NB)

ED 463 034 JC 020 265

The Economic Impact of Johnson County Community College on Johnson County, 1999-2000.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English

for addressing gender differences. (Contains 16 references.)
(EV)

ED 463 053   PS 030 146

Fraser, Helen; MacDougall, Audrey; Pirrie, Anne; Croxford, Linda
Early Intervention in Literacy and Numeracy: Key Issues from the
  National Evaluation of the Programme. Interchange 71.
PUB DATE- 01
NOTE- 17p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Children; Disadvantaged Youth;
  *Early Intervention; Economically Disadvantaged; Foreign
  Countries; Grade 1; Grade 2; High Risk Students; *Literacy;
  *Numeracy; Outcomes of Education; Primary Education; *Program
  Effectiveness; *Program Evaluation
IDENTIFIERS- *Scotland

The Early Intervention Programme (EIP) was launched in Scotland in June 1997 to raise literacy and numeracy skills in primary years 1 and 2, particularly among disadvantaged students. This report summarizes findings from the program evaluation conducted over 3 years. The evaluation concluded that the EIP had an enormous impact on many schools in Scotland, with attainment rising overall, particularly in literacy; on average, the gap between socioeconomically advantaged and disadvantaged students remained, but the increase in reading attainment was greater for the most disadvantaged students in those local authorities where a policy was adopted of focusing the available resources on fewer of their schools. The evaluation also found positive benefits for teacher attitudes and teaching methods and findings suggest several recommendations. (EV)

ED 463 054   PS 030 152

Clark, Jane E.; Clements, Rhonda L.; Guddemi, Marci; Morgan, Don
  W.; Pica, Rae; Pivarnik, James M.; Rudisill, Mary; Small, Eric;
  Virgilio, Stephen J.
Active Start: A Statement of Physical Activity Guidelines for
  Children Birth to Five Years.
PUB DATE- 02
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055)
DESCRIPTORS- Cognitive Development; *Infants; Motor Development;
  *Physical Activities; *Physical Activity Level; Physical
  Development; *Preschool Children; Preschool Education;
  Psychomotor Skills; *Toddlers

Noting that infants should be encouraged to be physically active from the beginning of life to enhance physical and cognitive development, this statement provides teachers, parents, caregivers, and health care professionals with guidelines that address the kinds of activities, the environment, and the individuals responsible for facilitating very young children's physical activity. Following an introduction and overview, the statement provides five guidelines for each age group: infants (birth to 12 months), toddlers (12 to 36 months), and preschoolers (3 to 5 years). Each guideline addresses the misbehavior. (KB)

ED 463 072 PS 030 212

Brazil Early Child Development: A Focus on the Impact of Preschools. Report.
PUB DATE- 01
NOTE- 78p.; Prepared by the Human Development Department, Brazil Country Management Unit.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Developing Nations; *Early Intervention; Followup Studies; Foreign Countries; *Outcomes of Education; Poverty; *Preschool Children; *Preschool Education; Program Evaluation; Public Policy; Sex Differences
IDENTIFIERS- *Brazil

In spite of remarkable improvement over the past 20 years, there remain substantial deficits in Brazil's education levels and child health, as well as high levels of chronic grade repetition. This study examined the impact of Brazil's long established preschool as an early child development (ECD) intervention for improving the status of the poorest groups in the population. The focus of the study was on preschool, with some discussion of day care and other services for infants and toddlers. Data were obtained from the Brazilian Living Standards Measurement Survey, covering approximately 20,000 citizens in 5,000 households. Outcome measures focused on overall schooling outcome, future employment and earnings, and nutritional status. Principal findings indicated that preschool attendance had a positive and significant impact on the average years of schooling attained, there was a direct and indirect positive impact on future earnings for men only, the impact on nutritional status was relatively weak, the benefit-cost ratio was higher than that for most industrial and agricultural projects, and there was a positive effect on grade repetition. Access to preschool and day care services was related to child's age, region, and family income. Per-student spending at preschool levels is substantially lower than other educational levels. The wealthy receive a disproportionate share of public preschool and day care expenditures. Policy recommendations include strengthening preschool finances to increase enrollments and efficiency, improving preschool access to the poorest children, and combining preschool with other ECD services. (Includes details of national education plans for preschool education. Contains 91 references, 21 figures, 11 tables, and 3 boxes.) (KB)

ED 463 073 PS 030 213

Kinnell, Gretchen
No Biting: Policy and Practice for Toddler Programs.
PUB DATE- 02
NOTE- 69p.; Produced for the Child Care Council of Orondaga County, Inc. Funded by Mutual of New York (MONY).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Policy; Administrator Role; *Behavior Problems; Change Strategies; Child Behavior; *Day Care; Developmental Stages; Educational Practices; First Aid;

CA, October 31-November 3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Day Care; *Caregiver Training; *Caregivers; *Child Caregivers; Day Care; *Developmentally Appropriate Practices; Early Childhood Education; Educational Practices; Gerontology; *Intergenerational Programs; Mixed Age Grouping; Older Adults; *Professional Development; Standards; Young Children

As the demand for quality intergenerational care increases, it is imperative that intergenerational care providers exhibit developmentally appropriate practice across the lifespan. This paper defines intergenerational programming and discusses the emergence of intergenerational studies as integrating the fields of early childhood education and gerontology. The paper details the need for cross-training for practitioners involved in existing intergenerational programs and describes the development of guidelines and standards for intergenerational specialist practice. Six standards are detailed along with sample key indicators. The following options for providing cross-training are explained: (1) academic preparation related to curriculum planning and implementation, program evaluation, family systems, theory, cultural differences, and social policy; (2) experiential opportunities such as service-learning and internships; and (3) on-the-job training utilizing the guidelines and standards. The paper concludes by noting that the success of an intergenerational specialist depends on the quality of education and training he or she receives. Education, experience, and training based on the guidelines and standards for intergenerational practice will prepare practitioners to develop a program philosophy, thereby providing a strong foundation upon which an effective, sustainable intergenerational program may be built. (Contains 14 references.) (KB)

ED 463 091 PS 030 245

Hyun, Eunsook
Critical Inquiry of Teachable Moment-Oriented Curriculum from the Perspective of Developmentally and Culturally Appropriate Pedagogy.
PUB DATE- 02
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Culturally Relevant Education; Definitions; *Developmentally Appropriate Practices; Early Childhood Education; Educational Practices; Ethnography; Heuristics; Higher Education; Preschool Curriculum; *Preschool Teachers; *Preservice Teachers; *Reflective Teaching; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- Teachable Moments

Although early childhood education (ECE) teachers frequently use the concept of the "teachable moment" (TM) when they reflect upon their teaching experiences, there is a lack of discussion in the professional literature regarding what a TM is or how teachers construct the notion of TM-oriented curriculum

Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; *Community Involvement; Educational Cooperation; Elementary Secondary Education; *Indigenous Personnel; *Paraprofessional School Personnel; *Rural Schools; *School Community Relationship; *Social Networks; Teacher Aides; Videotape Recordings
IDENTIFIERS- *Bureau of Indian Affairs Schools; Training Materials

A study examined the role of paraeducators as liaisons to the local community. Phase 1 of the study involved interviews with four paraeducators and three teachers, each of whom was part of a rural teacher/paraeducator team that used the paraeducator's background in the community to enhance school activities. Phase 2 involved five group sessions with 135 paraeducators, teachers, administrators, and others from rural Montana schools and with 70 paraeducators, teachers, and administrators from Bureau of Indian Affairs (BIA) funded schools in four states. Findings indicate that paraeducators interacted with parents, suggested school activities based on their knowledge of the community, assisted with arranging school activities in the community, had other roles in the community that enhanced the school-community relationship, brought local culture to school activities, and modeled community attributes. Their acquaintance with local families contributed to school activities. Obstacles to utilizing paraeducators as community links included concerns regarding confidentiality, insufficient paraeducator training, uncertain job descriptions and parameters of paraeducator duties, insufficient paraeducator knowledge of students or school procedures due to inability to attend meetings, and working for schools interfering with a paraeducator's image in the community. These findings were used to develop a series of videos to be used in training teacher/paraeducator teams. (TD)

ED 463 109   RC 023 411

Salyer, B. Keith; Curran, Christina; Thyfault, Alberta
What Can I Use Tomorrow? Strategies for Accessible Math and Science Curriculum for Diverse Learners in Rural Schools.
PUB DATE- 02
NOTE- 11p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, NV, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assistive Devices (for Disabled); Classroom Environment; *Educational Strategies; Elementary Secondary Education; Grouping (Instructional Purposes); Integrated Curriculum; *Mathematics Instruction; Peer Teaching; *Regular and Special Education Relationship; Rural Education; *Science Instruction; Special Education; Teacher Collaboration; *Teaching Methods
IDENTIFIERS- *Content Area Teaching

Increased requirements for inclusion have created a growing demand for special educators to have content expertise in areas such as math and science. One recommended practice involves integrating the "big ideas" that are the foundation for understanding mathematics and science across the curriculum. Teachers also need to create a classroom climate that is

1-month summer remedial program, 24 seventh- and eighth-grade students with mild disabilities were taught to use writing strategies, Inspiration software, and word processors. The quality and quantity of each student's written products were tracked daily, as well as student attitudes toward writing. As the project proceeded, more and more students began to plan their writing before beginning to write. In addition, teachers noted decreasing reluctance to write, and student interviews showed increased positive attitudes toward writing. There was modest improvement in the quality of students' written products and a substantial increase in the amount that students wrote. In addition, students became more comfortable with computers and increased their keyboarding skill. (SV)

ED 463 126 RC 023 428

Ludlow, Barbara L.; Duff, Michael C.
Webcasting: A New Technology for Training Special Educators in Rural Areas.
PUB DATE- 02
NOTE- 6p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, Nevada, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Higher Education; *Preservice Teacher Education; *Rural Education; Special Education; Special Education Teachers; *Web Based Instruction
IDENTIFIERS- *Streaming Video; West Virginia; West Virginia University

This paper describes the use of webcasting technology in a personnel preparation program for rural special education practitioners. Emerging technologies offer promising solutions to the challenges of providing accessible and appropriate training to rural special educators. Web-based instruction is especially appropriate for on-the-job training of practitioners because it allows learners to work at home or school to process materials at their own pace, interact with the instructor and other practitioners as needed, and receive individual feedback as they apply information to real-world settings. Since 1990, a West Virginia University graduate-level program leading to teaching certification and a master's degree in a special education specialty has been delivered via satellite transmission to individuals at sites throughout West Virginia and Appalachia. In 2001, the program received a grant to test the feasibility of using videostreaming technology to transmit the live satellite class over the Internet to individuals without satellite access. A system was developed to offer live Web simulcasts as well as rebroadcasts (archived sessions available on demand). Computer software and hardware are described for two trials of the system using Quicktime and Real Media streaming formats. The project has been a success, allowing participation of students in remote rural sites, other states, and other countries, as well as student review of archived materials as needed. (SV)

ED 463 127 RC 023 429

Hager, Karen D.; Slocum, Timothy A.
Alternate Assessment: No Child Left Behind during Statewide

Scientific and Engineering Research Facilities: 2001. Detailed Statistical Tables.
PUB DATE- 02
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data; Engineering; *Facility Requirements; Higher Education; *Research and Development; Sciences; *Space Utilization

This report presents information on the amount of science and engineering (S&E) research space existing at U.S. colleges, universities, and nonprofit biomedical research institutions based on research data collected biennially through the National Science Foundation. Data are also provided on the adequacy of this research space to meet current program commitments. Finally, data on S&E and non-S&E instructional space at colleges and universities are presented. Unlike previous cycles of this survey, the 2001 survey consisted of only the first two questions of the prior surveys. The 2001 survey was sent to research-performing colleges and universities in the U.S. and to U.S. biomedical research institutions that received NIH funding in the fiscal year 2001. Research-performing academic institutions are defined as colleges and universities reporting more the $150,000 in research and development (R&D) expenditures and Historically Black Colleges and Universities with any R&D expenditures. Each academic institution's level of R&D expenditures is determined by the 2000 NSF Survey of Research and Development Expenditures at Universities and Colleges. Biomedical Research institutions are independent research hospitals and nonprofit biomedical research organizations. Chapters include: (1) "Technical Notes"; (2) "Detailed Statistical Tables"; (3) "List of Institutions"; and (4) "Survey Instrument and Materials." (AA)

ED 463 148 SE 065 773

Blank, Rolf K.; Langesen, Doreen
State Indicators of Science and Mathematics Education, 2001: State-by-State Trends and New Indicators from the 1999-2000 School Year.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 119p.; Published biennially. For the 1999 report, see ED 438 173.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Educational Policy; Elementary Secondary Education; *Enrollment; Ethnicity; High Schools; Mathematics Education; Middle Schools; *Minority Groups; *Professional Development; Science Education; Sex Differences

This document reports on state indicators for the quality of science and mathematics education in public schools and the trends in science and mathematics education as of 1999-2000, a system developed by the Council of Chief State School Officers (CSSO) in cooperation with the state departments of education, federal agencies, and professional organizations. The present report on trends in science and math education as of 2001 is

(14) "Technology Education Enters the Classroom" (Wes Perusek); (15) "Basketsful of Math and Science Learning" (Susan Cox); (16) "Investigating 'Stretchy' Benchmarks" (Janice VanCleave); (17) "We Need More Earthworms!" (Francine Plotycia); (18) "Learning Every Day from Everyday Problems" (Melanie Shreffler); (19) "Independent Thinking in the Chemistry Lab" (Mark Benvenuto); (20) "Connecting Science, Fiction, and Real Life" (Carolyn Sue Gardiner); (21) "Go off the Subject for Math Fun and Learning!" (Rhonda D. Cummins); (22) "Exploring Science and Human Health" (Cynthia Delgado); and (23) "Math, Science, and So Much More: Making the Cross-Curriculum Connection" (Carol Damian and Terese Herrera). (MM)

ED 463 170   SE 065 823

Standards for the Education of Teachers in Science: Teaching through Inquiry.
PUB DATE- 01
NOTE- 8p.; Developed under the leadership of Larry Flick.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Critical Thinking; Higher Education; *Inquiry; *Preservice Teacher Education; *Science Instruction; *Teaching Skills
IDENTIFIERS- *National Science Education Standards

This paper focuses on the importance of inquiry in the development of scientific knowledge and includes recommendations for inquiry teaching in higher education, especially in preservice teacher education. Some of the recommendations include: (1) students should engage in inquiry early; (2) teachers should be able to effectively ask questions and listen to answers; and (3) students should be able to collect and analyze data. (Contains 17 references.) (YDS)

ED 463 171   SE 065 826

Pigage, Helen K.; Neilson, Milton C.; Greeder, Michele M.
BioLab: Using Yeast Fermentation as a Model for the Scientific Method.
PUB DATE- 98
NOTE- 11p.; In: Tested Studies for Laboratory Teaching; v19 (S.J. Karcher, Ed.). Proceedings of the 19th Workshop/Conference of the Association for Biology Laboratory Education (ABLE), 365pp.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; *Computer Software; Computer Uses in Education; *Educational Technology; Higher Education; *Laboratory Experiments; Microbiology; *Science Activities; Science Instruction; Scientific Methodology; Secondary Education
IDENTIFIERS- Fermentation; *Yeasts

This document presents a science experiment demonstrating the scientific method. The experiment consists of testing the fermentation capabilities of yeasts under different circumstances. The experiment is supported with computer software called BioLab which demonstrates yeast's response to different environments. (YDS)

ED 463 172   SE 065 834

Carre Historic District, and other source materials. The lesson can be used in teaching units on colonial history, western expansion in the 18th- and 19th-century United States, or multiculturalism. It is divided into eight sections: "About This Lesson"; "Getting Started: Inquiry Question"; "Setting the Stage: Historical Context"; "Locating the Site: Maps" (French Claim to North America, 1754; Spanish Claims, 1763; Louisiana Purchase, 1803; Mississippi Delta, 1720; Plan of New Orleans, 1720); "Determining the Facts: Readings" (History of Settlement in Louisiana; Creoles and Creoles of Color); "Visual Evidence: Images" (Vieux Carre street scenes; Aerial view of a typical block; Dependency structure and outbuildings; Facade of a Creole townhouse; Facade of a Porte-Corchere Creole townhouse; Facade of an American townhouse; Floor plan of a Creole townhouse; Floor plan of a Port-Corchere-Creole townhouse); "Putting It All Together: Activities" (Architectural Change; Researching Creole Culture; Local Community; Cultural Interaction); and "Supplementary Resources." (BT)

ED 463 192 SO 032 643

Lohman, Elsa W.; Frye, Janice M.
Chatham Plantation: Witness to the Civil War. Teaching with Historic Places.
PUB DATE- 01
NOTE- 30p.; Edited by Fay Metcalf.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Built Environment; *Civil War (United States); *Heritage Education; *Historic Sites; Intermediate Grades; Primary Sources; Secondary Education; Social Studies; Student Educational Objectives
IDENTIFIERS- National Register of Historic Places

On a bluff in Stafford County, Virginia, overlooking the Rappahannock River and the town of Fredericksburg beyond, stands the 18th-century plantation house called Chatham. For years this house stood as the centerpiece of a prosperous estate supported by nearly 100 slaves. Between 1862 and 1864 it became, in turn, an army headquarters, a communications center, a hospital, a campsite, and a refuge from the cold for Union soldiers. Four major Civil War battles were fought in the countryside surrounding Chatham. In the wake of passing armies, Chatham, like the war-torn town visible from its front door, emerged standing but forever changed by the turmoil of the Civil War. This lesson is based on the National Register of Historic Places registration file, Fredericksburg and Spotsylvania National Military Park and Cemetery, and primary sources from the park. The lesson can be used in U.S. history courses on the Civil War and women's history. It is divided into eight sections: "About This Lesson"; "Getting Started: Inquiry Question"; "Setting the Stage: Historical Context"; "Locating the Site: Maps" (Fredericksburg, VA and surrounding region; Chatham, above the river (inset), and Fredericksburg region); "Determining the Facts: Readings" (Impact of the Civil War on Chatham; Chatham at the Center of Military Activities; Chatham as a Hospital); "Visual Evidence: Images" (Advertisement for Chatham; Chatham, c. 1862; Chatham as it appears today); "Putting It All Together: Activities" (Write a Letter Home; Restoration of Chatham; Living through a War); and "Supplementary Resources." (BT)

ED 463 193 SO 033 301

ED 463 212 SO 033 635

Challenges of Globalization: Morocco and Tunisia. Curriculum Projects. Fulbright-Hays Summer Seminars Abroad Program, 2001 (Morocco and Tunisia).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 171p.; Photographs, graphics, and some text may not reproduce adequately. "Hist 4231/6231--History of North Africa" (Michael B. Bishku) not listed in table of contents.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Context; *Curriculum Development; Developing Nations; Elementary Secondary Education; Foreign Countries; Higher Education; Social Studies; Teacher Workshops; Tourism; Units of Study; World Literature
IDENTIFIERS- Art Elements; Fulbright Hays Seminars Abroad Program; Globalization; *Morocco; *Tunisia

This publication contains a collection of curriculum projects developed by educators who were participants in the 2001 Fulbright-Hays Summer Seminars Abroad Program in Morocco and Tunisia. The 13 curriculum projects in the publication are entitled: "Women in Morocco, Artists and Artisans" (Virginia da Costa); "Cultures of Africa" (Joanna Casey); "Ethnic Diversity in Morocco" (Alma Thornton); "Morocco and Tunisia: Countries at the Crossroads" (Susan Evans); "Integrating the Study of Morocco in Humanities Honors Courses" (Enid Housty); "Africa through Its Literature; African Literature" (Immaculate Kizza); "Crossroads in the Maghreb: A Series of Workshops for K-12 Teachers" (Michele Cassavante, Ann Line, Madeline Uraneck); "Selected Units Designed to Represent Morocco and Tunisia in Humanities 2231 'Introduction to Africa'" (Dorothy Sauber); "Globalization and the Rule of Law" (Pamela Seay); "Giving 'Space' Context in Moroccan Literature" (Bettye Walsh); "Hist 4231/6231: History of North Africa" (Michael B. Bishku); "Tourism in Morocco and Tunisia" (Scott Youngstedt); and "Le Souk; Les Tapis et les Kilims du Maghreb" (Ann Line). (BT)

ED 463 213 SO 033 637

O'Mahony, Kieran
Geography and Education: Through the Souls of Our Feet. Second Edition.
PUB DATE- 02
NOTE- 191p.; For first edition, see ED 331 742.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Historical Materials (060)
DESCRIPTORS- Comparative Analysis; *Educational History; *Educational Philosophy; Elementary Secondary Education; Geographic Concepts; *Geography; *Geography Instruction; Higher Education; Social Studies
IDENTIFIERS- Pestalozzi (Johann Heinrich)

Intended as a teacher handbook, this volume takes a comparative look at the development of geography, both as a science in its own right and as an educational area of study, in Europe and the United States. The book is a description of the development

(Franklin D)
Springwood, the birthplace and home of Franklin Delano Roosevelt, is a large, rambling structure faced with stucco and fieldstone, situated in a landscaped clearing on a bluff overlooking the Hudson River. Roosevelt was born there to a family of wealth and position on January 30, 1882. It is the only site in the U.S. where a president was born, maintained a lifelong connection, and lies buried. This lesson, one of a series that brings the stories of historic places into classrooms across the country, is based on the National Register of Historic Places registration file for the "Home of Franklin Delano Roosevelt National Historic Site" and other source material. The lesson can be used in U.S. history, social studies, and geography courses in units on FDR's presidency, the Great Depression, the New Deal, and World War II. It is divided into eight sections: "About This Lesson" (gives student objectives, materials needed); "Getting Started: Inquiry Question"; "Setting the Stage: Historical Context"; "Locating the Site: Maps" (New York State and surrounding area; Springwood); "Determining the Facts: Readings" (Early Years and Influences; Physical Challenge and the Road Ahead; Political Life in an Era of Crisis; International Scene at Hyde Park); "Visual Evidence: Images" (Aerial View of Springwood;. Springwood; WPA Flood Project, 1937; Roosevelts with King George VI and Queen Elizabeth; Four Freedoms Poster); "Putting It All Together: Activities" (Lifestyles; Remembering When); and "Supplementary Resources." (BT)

ED 463 232 SO 033 700

Unit Planning Grids for Music--Kindergarten.
PUB DATE- 98
NOTE- 21p.; For grades 1 and 2 Music Unit planning grids, see SO 033 701-702.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Kindergarten; *Music; *Music Activities; *Music Education; Planning; Primary Education; *Public Schools; *State Standards; Student Educational Objectives
IDENTIFIERS- *Delaware; Performance Indicators
This unit planning grid outlines nine standards for music education in kindergarten in Delaware schools. The standards are the following: (1) students will sing, independently and with others, a varied repertoire of music; (2) students will perform on instruments, independently and with others, a varied repertoire of music; (3) students will improvise melodies, variations, and accompaniments; (4) students will compose and arrange music within specific guidelines; (5) Students will read and notate music; (6) students will listen to, describe, and analyze music and music performances; (7) students will evaluate music and music performances; (8) students make connections between music, the other arts, and other curricular areas; and (9) students will understand music in relation to diverse cultures, times, and places. Each standard lists performance indicators. (BT)

ED 463 233 SO 033 701

Unit Planning Grids for Music--Grade 1.
PUB DATE- 98

Shortage
IDENTIFIERS- Grambling State University LA; United States (South); Value Added Model

This collection of papers describes pre-collegiate and collegiate programs that are models for successful minority teacher recruitment and preparation. The papers include: "Correcting the Minority Teacher Shortage: Framing the Issue, Meeting the Challenge" (Elaine P. Witty); "Response of the Southern Education Foundation to the Minority Teacher Shortage in the South" (Nathaniel Jackson and Wiley S. Bolden); "Recruiting and Retaining Minorities in Teacher Education: Implementing the Value-Added Approach" (Saundra N. Shorter and Zoe W. Locklear); "Measures of Persistence and Success: A Profile of Paraeducators, Attributes and Behaviors that Supported Completion of Teacher Licensure in the North Carolina Consortium" (Eileen Wilson-Oyelaran, Barbara L. Johnson, Barbara Perry-Sheldon, and Leila Vickers); "The Summer Scholars Program: Historically Black Colleges/Universities and Leading Graduate Schools of Education Collaborating to Increase the Quality and Supply of African American Teachers" (A. Lin Goodwin); "Building the Minority Teacher Pipeline: The Grambling State University Experience with Precollegiate Programming in the Louisiana Consortium" (Mary Davis Minter and Deborah Gilliam); and "Where Do We Go from Here: Diversity in Teaching and School Leadership" (Leslie T. Fenwick). (SM)

ED 463 253   SP 040 545

Taylor, Nick
"Anything but Knowledge" The Case of the Undisciplined Curriculum.
PUB DATE- 01
NOTE- 11p.; Paper presented at the International Conference on Designing Education for the Learning Society (Enschede, Netherlands, November 5-8, 2000) and the Curriculum Dialogue Seminar, "What Counts as Worthwhile Knowledge for the 21st Century South African Citizen?" (Johannesburg, South Africa, February 14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); *Curriculum Development; *Educational Discrimination; Educational Policy; Elementary Secondary Education; *Equal Education; Foreign Countries; Politics of Education; *Poverty
IDENTIFIERS- South Africa

This paper discusses the relationship between the political intentions of South Africa's educational policy and its educational outcomes, suggesting that the more learner-centered the curriculum and the lower the socioeconomic status of its recipients, the less likely it is to achieve its goal of social equity. The paper considers the proper relationship between the kind of knowledge formally codified in the school curriculum and the tacit knowledge which children acquire in the home, church, and street. Research indicates that while the unequal distribution of material resources make an enormous difference to student learning, the greatest obstacle to educational equity is the differential access to formal knowledge open to children of different social classes. South Africa's Curriculum 2005 is positioned at the extreme radical end of the constructivist spectrum. This involves radical curriculum integration and learning outcomes that are under-specified in terms of their knowledge content. The Ministerial Review Committee has recommended replacing the entire architecture of assist in assessing student progress over time. Only the very basic components of each discipline included in the Standard Course of Study are incorporated in this publication. Goals and objectives are presented for: language arts; mathematics; science; social studies; healthful living; arts education; second language; computer/technology skills; information skills; exploring life skills; exploring career decisions; exploring biotechnology; business computer technology; exploring business technologies: business and marketing; keyboarding; exploring technology systems; and guidance. Middle grades contacts are listed. (SM)

ED 463 273 SP 040 598

Reference Guide for Integrating Curriculum, 2001-2002. Grade 8.
PUB DATE- 02
NOTE- 42p.; For the grade 7 guide, see SP 040 597.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Grade 8; *Integrated Curriculum; Junior High Schools; Public Schools
IDENTIFIERS- North Carolina

This reference guide is designed to help eighth grade teachers plan for instruction, providing all of the goals and objectives in one document. The guide can be used to link instructional objectives across disciplines, plan integrated units, and assist in assessing student progress over time. Only the very basic components of each discipline included in the Standard Course of Study are incorporated in this publication. Goals and objectives are presented for: language arts; mathematics; science; social studies; healthful living; arts education; second language; computer/technology skills; information skills; exploring life skills; exploring career decisions; exploring biotechnology; business computer technology; exploring business technologies: business and marketing; keyboarding; exploring technology systems; and guidance. Middle grades contacts are listed. (SM)

ED 463 274 SP 040 599

Hurley, Sandra R.; Pacheco, Arturo; Pitts, Swanya; Daudistel, Howard C.; Tinajero, Josefina
Case Study: The Evolution of a Center of Pedagogy.
PUB DATE- 02
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Financial Support; Grants; Higher Education; *Partnerships in Education; Preservice Teacher Education; Program Development; Public Policy
IDENTIFIERS- State Policy; Texas; University of Texas El Paso

This case study describes the evolution of a center of pedagogy in El Paso, Texas, to prepare teachers in and for exemplary schools, sustain dialogue among partners, pursue the center's

This manual contains guidelines for local education agency program (LEAP) reports for the collection of student assessment data in New York for school year 2000-2001. Student assessment data must be reported for elementary school students or students of chronological age equivalent to elementary school and for secondary school students from schools receiving aid for limited English proficient students, special education students, or students from schools that receive state compensatory or Title I aid. The types of records required for each student and the ways these records are coded and reported are described. The guide contains: (1) the LEAP timeline; (2) "Content Information"; (3) "LEAP Reporting Guidelines"; (4) "Data Definitions/Instructions"; (5) "LEAP Data Reporting Procedures"; (6) "Reporting Assessment(s)"; (7) "LEAP Code Lists"; (8) "LEAP Record Layout"; and (9) "LEAP Scoring Centers and Contacts." (SLD)

ED 463 292 TM 033 713

Kadamus, James A.
Update on the Learning Standards and State Assessment System. Memorandum.
PUB DATE- 98
NOTE- 18p.; For 1999 Memorandum, see ED 446 121. For 2001 Memorandum, see TM 033 715.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cutting Scores; Elementary School Students; Elementary Secondary Education; *Graduation Requirements; High School Students; Professional Development; *State Programs; *State Standards; *Test Construction; *Testing Programs
IDENTIFIERS- *New York; New York State Regents Examinations

This field memo to all teachers and administrators of public and nonpublic schools is the first of three in a series of updates from the Deputy Commissioner of the Office of Elementary, Middle, Secondary, and Continuing Education on standards and assessments in New York. This document contains information on New York's learning standards and the new state assessment system, highlighting changes teachers and administrators will find for 1998. The 28 state standards in the 7 subject areas are linked to curriculum and new assessments through classroom practice and student performance results. The new tests, which replace previous examinations in mathematics, reading, writing, and social studies, aligned across grade levels. New graduation requirements will be in place for the class that enters ninth grade in 2001; meanwhile, the Regents Competency Tests are being phased out. Passing scores are defined for the phase-out period, and graduation requirements are outlined, including those for languages other than English. The booklet also describes the development of the new examinations, the assessments for the various subject areas, and the assistance that will be provided for teachers. It identifies sources of additional information about the learning standards and the new assessments. (SLD)

ED 463 293 TM 033 715

Kadamus, James A.
Standards to Assessments: Looking at the Whole Picture. Memorandum.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; Research Methodology; Statistical Distributions; *Transformations (Mathematics); *Values

Data transformations are commonly used tools in quantitative analysis of data. However, data transformations can be a mixed blessing to researchers, improving the quality of the analysis while at the same time making the interpretation of the results difficult. Few, if any, statistical texts discuss the tremendous influence a distribution's minimum value has on the outcome of a transformation. The goal of this paper is to promote thoughtful and informed use of data transformation. The focus is on three common data transformations: square root, logarithmic, and inverse transformations. All three are curvilinear transformations that change the nature of the variable to a certain extent. Examples illustrate the importance of the minimum value of a distribution should the researcher intend to use data transformation on that variable. (Contains 10 references.) (SLD)

ED 463 314 TM 033 746

Osborne, Jason W.; Walker, Christopher; Rausch, John L.
Identification with Academics, Academic Outcomes, and Withdrawal from School in High School Students: Is There a Racial Paradox?
PUB DATE- 02
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Black Students; *Dropouts; Ethnic Stereotypes; *High School Students; High Schools; *Identification (Psychology); Outcomes of Education; *Racial Differences; Student Attitudes; Whites

Identification with academics, or the extent to which academic is central to self-concept, has been linked to academic outcomes conceptually and empirically, at least in samples of white college students. However, Claude Steele's Stereotype Threat Hypothesis (1997) proposes something of a racial paradox, by which the most identified students of color might be most at risk for poor academic outcomes. The goal of this study was to test this racial paradox as it relates to identification with academics. High school students were followed for 2 years, with a total of 131 students from whom there were complete data. Simple main effects of identification with academics were observed, with increasing identification associated with higher grades, lower absenteeism, and fewer behavioral referrals. However, the racial paradox was evident in dropout rates. White students became less likely to withdraw as identification increased, but students of color became more likely to withdraw. Taken in the context of previous research, this work holds significant implications for dropout prevention. (Contains 32 references.) (Author/SLD)

ED 463 315 TM 033 747

Osborne, Jason W.; Rausch, John L.

enrollment in elementary, secondary, and higher education; (2) teachers, faculty, and staff; (3) educational outcomes; and (4) educational finance. Statistics show that education was the occupation of more than 77 million people in the United States in the fall of 2001. Included in this total were about 68.5 million students enrolled in U.S. schools and colleges. More than 4 million people were employed as elementary and secondary school teachers and as college faculty. Other professional, administrative, and support staff of educational institutions numbered 4.8 million. (Contains 1 figure and 38 tables.) (SLD)

ED 463 335 UD 034 678

Berliner, BethAnn
Imagine the Possibilities: Sourcebook for Educators Committed to the Educational Success of Students Experiencing Homelessness.
SPONS. AGENCY- California State Dept. of Education, Los Angeles.
PUB DATE- 01
NOTE- 205p.; Prepared in partnership with the Southern California Comprehensive Assistance Center of the Los Angeles County Office of Education.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; Attendance; Class Activities; Consciousness Raising; Educational Environment; Elementary Secondary Education; Enrollment; Family Involvement; Family Literacy; *Homeless People; Resilience (Personality); School Community Relationship; School Role; Student Needs; *Teaching Methods; Workshops

This sourcebook assembles the results of research on educating homeless students and offers classroom strategies for people working with homeless students, providing training tools to strengthen programs and practices in schools and shelters. Chapter 1, "Increasing Awareness about Students Experiencing Homelessness," defines homelessness, describes its causes and impact on children and youth, and offers suggestions for raising awareness of the situation. Chapter 2, "Overcoming Barriers," identifies school enrollment and attendance hurdles that homeless families with children face most frequently, offering strategies to promote better access to schooling. Chapter 3, "School and Classroom Practices That Work," describes curricular, instructional, behavior management, and life skills activities that foster educational, social, and personal success. Chapter 4, "Not Schools Alone," describes the values of schools, families, and communities working together, suggesting ways to partner to support homeless people. Chapter 5, "Planning Presentations and Workshops," offers a set of sample agendas for various types of presentations and workshops to increase community awareness of homelessness. Chapter 6, "References, Resources, and Curricula," lists background materials, children's books, curricula, videos, and online resources for additional information and training tools. Each chapter provides examples of materials and activities, including overheads and handouts. (SM)

ED 463 336 UD 034 792

Dubay, Lisa; Haley, Jennifer; Kenney, Genevieve
Children's Eligibility for Medicaid and SCHIP: A View from 2000.

ED 463 355 UD 034 871

Quillian, Lincoln
The Decline of Male Employment in Low-Income Black Neighborhoods, 1950-1990: Space and Industrial Restructuring in an Urban Employment Crisis. Discussion Paper.
PUB DATE- 02
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Family; Blacks; Employment Opportunities; *Employment Patterns; Low Income Groups; *Unemployment; *Urban Areas; *Working Poor
IDENTIFIERS- African Americans

Many urban theorists, notably W.J. Wilson, hypothesize that rates of male joblessness in low-income, urban neighborhoods have increased since the 1960s. No comprehensive study examines this claim, and case studies that consider it do not adjust for changes in school enrollment rates and size of the old-age population. This paper tabulates male employment trends in census tracts in 49 metropolitan areas from 1950-90 and models causes of these trends. Results show a marked decline in the employment of working-age men in low-income black tracts, both in absolute terms and relative to the employment rates of male residents of other types of tracts. By 1990, over 40 percent of working-age black men in low-income tracts were unemployed, about two-thirds of whom were adults between 25 and 64 years of age. This concentrated joblessness creates an environment that isolates residents from employed role models and job networks and worsens their opportunities for employment. Models indicate that declining urban manufacturing employment contributed to the declining employment rates for black men in low-income neighborhoods, but they do not support explanations based on spatial mismatch, suburbanization, or black out-migration. The paper concludes that Wilson is right to emphasize the employment problem of low-income black neighborhoods, and that black male joblessness in low-income neighborhoods in 1990 reached crisis levels. (Contains 55 references.) (Author/SM)

ED 463 356 UD 034 872

Ferguson, Phil; Blumberg, Richard
J C Nalle Elementary School, Washington, D.C. Schools on the Move: Stories of Urban Schools Engaged in Inclusive Journeys of Change.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 19p.; For other documents from the Schools on the Move series, see ED 455 340 and UD 034 873.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Schools; *Educational Change; Educational Improvement; Elementary Education; Family Programs; Family School Relationship; Instructional Leadership; *Partnerships in Education; *Poverty; *School Community Relationship; Special Education; *Urban Schools
IDENTIFIERS- District of Columbia

This paper describes one urban school in the midst of change and renewal. J C Nalle Elementary School, Washington, DC, is a full-service community school that supports children and families.

It Takes a Neighborhood: Strategies To Prevent Urban Decline.
PUB DATE- 02
NOTE- 206p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Community Development; *Neighborhood Improvement; Preservation; *Urban Areas; Working Class; Youth Programs
IDENTIFIERS- California (San Francisco); Massachusetts (Boston); Pennsylvania (Philadelphia); Tennessee (Memphis)

This book analyzes the Neighborhood Preservation Initiative (NPI), which demonstrates how comprehensive community development efforts can be effectively organized to help preserve working class neighborhoods. The NPI is a comprehensive community building initiative active in 10 neighborhoods within nine cities. Its approach is to catch places before the social, physical, and economic forces of decline set in, capitalizing on and reinforcing neighborhood assets and strengths. The book grew out of an evaluation study of the NPI and presents case chapters drawn from case study reports. Researchers conducted key informant interviews, assembled local data, and identified, analyzed, and explicated the factors most important for understanding the workings and effects of the local NPI sites. Seven case chapters focus on: (1) "Preventive Intervention: Revitalizing Working-Class Urban Neighborhoods"; (2) "Framing the Neighborhood Preservation Initiative"; (3) "Philadelphia's Frankford Community: Epitome of the NPI Model"; (4) "San Francisco's Chinatown: Power of an Organized Community"; (5) "Memphis's Vollintine-Evergreen: An Asset-Based Strategy To Improve Neighborhood Marketability"; (6) "Revitalizing East Boston: The Bonds of Community Collaboration"; and (7) "Reflections." Two appendices present a list of NPI local partners and national advisory board members of the NPI. (Contains 80 endnotes.) (SM)

ED 463 376 UD 034 901

Dubay, Lisa; Kenney, Genevieve; Haley, Jennifer
Children's Participation in Medicaid and SCHIP: Early in the SCHIP Era. New Federalism: National Survey of America's Families, Series B, No. B-40. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Weingart Foundation, Los Angeles, CA.
PUB DATE- 02
NOTE- 10p.; Also funded by the Stuart Foundation. For a related document on SCHIP, see UD 034 792.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Health Care; Child Health; *Child Welfare; Health Insurance; Health Promotion; Low Income Groups; State Government; State Programs; Welfare Reform
IDENTIFIERS- *Childrens Health Insurance Program; *Medicaid

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Role; Community Colleges; *Economic Impact; *Education Work Relationship; Educational Assessment; *Educational Finance; *Outcomes of Education; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

This document is a report on the economic impact of Johnson County Community College (JCCC) (Kansas) on Johnson County and the surrounding community. The information from the economic impact study are used to support the community college's effectiveness, assessment, and accreditation efforts. Results indicate that: (1) the Community College impacts the County economically through institutional, student, and employee expenditures--these 3 components supply the County with over $104 million of revenue through the purchase of goods and services; (2) JCCC helps increase the local business volume, which nearly doubles the direct economic impact of the initial expenditures; (3) the college employs 785 individuals full time, and more than 7,300 additional full-time jobs can be attributed to the institution; and (4) taxpayers invested over $53 million in the 1999-2000 fiscal year--due to the economic impact of the Community College, taxpayers enjoyed a $3.95 return on every dollar spent in support of JCCC. Appendices include a methodology, economic impact model, and economic impact calculation form. (Contains 10 references.) (MKF)

ED 463 035 JC 020 266

Gulf Coast Consortium Standard Student Survey: System Analysis Spring 2000 Student Survey.
PUB DATE- 01
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Age; *College Choice; *Community Colleges; Costs; Curriculum; Ethnicity; Financial Support; Job Training; *Participant Satisfaction; Paying for College; *School Demography; School Location; Sex; *Student Attitudes; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Houston Community College System TX

This report presents the results of the Houston Community College System's (HCCS's) (Texas) year 2000 Student Survey. Highlights include: (1) 63% of students surveyed were female, and more than 67% of students surveyed lived in households of 2 to 4 individuals; (2) the ethnic/racial makeup of the sampled students is almost evenly divided among the 3 major ethnic groups/racial groups in the geographic area--Caucasians 27%, Hispanics 26%, and African Americans 25%; (3) the mean age of students surveyed was 28 years, and the median age was 24 years; (4) almost 70% of students reported that they were employed off campus, in either full- or part-time positions; (5) approximately 37% of students reported an annual household income equal to or exceeding $33,460, while almost 15% reported a yearly household income of $8,050 or less; (6) approximately 51% of students indicated that they were first-generation college attendees; and (7) slightly more than 50% of students indicated a desire to transfer either to the University of Houston-Downtown or the University of Houston-University Park. Results of the survey were presented as System totals as well as being broken down into the five System campuses: Central, Northeast, Northwest, Southeast, and Southwest. (NB) "what," "where," and "who" of physical activity. Following the guidelines, the statement answers frequently asked questions. A glossary and chart of common motor behaviors, by age, conclude the statement. (Contains 40 references and lists recommended resources and related Web sites.) (HTH)

ED 463 055 PS 030 178

Urdan, Tim, Ed.; Pajares, Frank, Ed.
Adolescence and Education: General Issues in the Education of Adolescents. Volume 1.
PUB DATE- 01
NOTE- 302p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescent Development; Dropouts; Early Parenthood; Educational Change; *High Schools; High Stakes Tests; *Institutional Environment; *Middle Schools; Racial Differences; *Secondary School Students; Sex Differences; Student Adjustment; Student Evaluation; *Student Needs

Noting that the period of adolescence, and the expectations of society for adolescents, have grown and changed dramatically over the last century, this book compiles chapters from leading scholars in a variety of fields related to education to provide a broad overview of several of the most pressing concerns regarding the education of adolescent students. The volume presents a historical perspective of adolescence; a look at the organization, purpose and function of schools for early and late adolescents; exploration of specific features of school and school life that affect the learning and development of adolescents; and consideration of teen parenting, and dropping out of school, two specific adolescent issues with educational implications. Following a foreword by the editors, the chapters of the book are as follows: (1) "Is Adolescence Here To Stay?" (Barbara Finkelstein); (2) "A Goal Theory Perspective on the Current Status of Middle Level Schools" (Carol Midgley); (3) "The Social Structure of the American High School" (Sanford M. Dornbusch and Jeanne G. Kaufman); (4)"Social Relationships and School Adjustment" (Kathryn R. Wentzel and Ann A. Battle); (5) "Teaching Adolescents: Engaging Developing Selves" (Anita Woolfolk Hoy, Peter Demerath, and Stephen Pape); (6) "Motivation in the Second Decade of Life: The Role of Multiple Developmental Trajectories" (Akane Zusho and Paul R. Pintrich); (7) "The Effects and Implications of High-Stakes Achievement Tests for Adolescents" (Marguerite Clarke, Lisa Abrams, and George Madaus); (8) "Race and Gender Influences on Teen Parenting: An Identity-Focused Cultural Ecological Perspective" (Margaret Beale Spencer, Lauren J. Silver, Gregory Seaton, Sharon R. Tucker, Michael Cunningham, and Vinay Harpalani); and (9) "Dropping out of High School: Detours in the Life Course" (Philip Kaufman). (Each chapter contains references.) (HTH)

ED 463 056 PS 030 182

Child Care Center Licensing Study, 2002.
PUB DATE- 02
NOTE- 296p.; For the 2001 study, see ED 449 911.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; Compliance (Legal); *Day Care; *Day Care Centers; Early Childhood Education; Educational

Parent Caregiver Relationship; Parent School Relationship; Parent Teacher Cooperation; Policy Formation; *Preschool Education; School Community Relationship; Teacher Collaboration; *Toddlers
IDENTIFIERS- *Biting

Noting that no single issue in programs for toddlers inflames parents and frustrates staff the way biting does, this book provides guidance on program policy and practice. The book is based upon discussions of a task force on biting comprised of caregivers and administrators from the child care centers and Early Head Start in Syracuse, New York, and the surrounding Onondaga County. The book's introduction addresses the language used to describe biting and common assumptions about biting. The remainder of the book is divided into three main sections. The first section addresses the problem itself, the second section contains information on talking with parents and other caregivers about biting, and the third section focuses on creating policies about biting. The chapters are: (1) "Why Do Toddlers Bite?"; (2) "What To Do When Toddlers Bite"; (3) "Handling Ongoing Biting"; (4) "Working with Parents and Other Community Members"; (5) "Staff Members Working Together"; and (6) "Developing Policies about Biting." The book includes sample information sheets and other forms. (KB)

ED 463 074 PS 030 214

Garbarino, James; Bedard, Claire
Parents under Siege: Why You Are the Solution, not the Problem, in Your Child's Life.
PUB DATE- 01
NOTE- 246p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Change Strategies; *Child Rearing; *Childhood Needs; *Children; *Discipline; *Parent Child Relationship; Social Influences

Confidential surveys reveal that 20 percent of American parents say they have a child at home who is so difficult it is nearly impossible to lead a normal life. Noting that to regain control, parents must first see clearly the many forces at work both around their families and within themselves, this book advises parents how to become better observers of their own thoughts, feelings, and behaviors--a key to becoming more astute observers of their children's public and secret lives. The book presents a realistic and sympathetic look at parenting in today's world, and offers deeply grounded and effective strategies that will help parents deal with difficult, even "impossible" children, find positive paths for development in the face of the toughest challenges, provide alternate views to media violence and the Internet, and raise spiritually grounded children. Chapters in the first part of the book examine the lives of parents, while those in the second offer a child-rearing compass. The chapters are: (1) "When Bad Things Happen to Good Families"; (2) "A Compassionate Look at Parental Responsibility"; (3) "Dealing with an 'Impossible' Child"; (4) "The Dangerous World outside Your Front Door"; (5) "Our Children's Secret Lives"; (6) "Using Intelligent Empathy To Raise a Child with a Difficult Temperament"; (7) "Aspiring To Be an Authority Figure in an Out-of-Control Society"; (8) "Parenting in a Material World"; and (9) "Mastering Television, practice through their interactions with all young children. This qualitative study used the theoretical frameworks of ethnography and heuristics to explore ECE inservice and preservice teachers' TM-oriented practices from the perspective of Developmentally and Culturally Appropriate Practice (DCAP), focusing on whether a teacher's TM is relevant to the learner's "learning moment." Participating in the study were preservice teachers enrolled in an ECE field-based curriculum course emphasizing DCAP, their inservice cooperating teachers, and inservice teachers taking the course to update their certification. Participants reflected biweekly on their teaching/observation experiences exemplifying TM-oriented practices under the notion of DCAP. Heuristic field notes were also collected during class discussion and field site visits. Data were analyzed using qualitative coding techniques to identify categories and patterns that presented emerging themes. Findings indicated that most prospective teachers perceived that TM-oriented practice depended upon a teacher's ability to read children's initiation. Many inservice teachers strengthened their TM-oriented practice in responding to special-needs students' unique conditions. To most experienced teachers, TM was based on careful observation and interaction with children, an ability to recognize and interpret their observations according to their understanding of child development, and strong beliefs about what is important to teach. Prospective teachers who tried to emphasize DCAP co-created a valuable and interdependent learning moment. (Contains 51 references.) (KB)

ED 463 092 PS 030 246

Glaubke, Christina R.; Miller, Patti; Parker, McCrae A.; Espejo, Eileen
Fair Play? Violence, Gender and Race in Video Games.
PUB DATE- 01
NOTE- 37p.; Research was conducted by Katharine Heintz-Knowles and Jennifer Henderson. Support provided by the Atlantic Philanthropic Service Company, Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; Computer Games; *Games; Mass Media Effects; Racial Balance; Sex Differences; Sex Stereotypes; *Stereotypes; *Video Games; *Violence

Based on the view that the level of market penetration of video games combined with the high levels of realism portrayed in these games make it important to investigate the messages video games send children, this report details a study of the 10 top-selling video games for each of 6 game systems available in the United States and for personal computers. The report identifies some of the unhealthy social messages such games may be sending to young players about violence, gender, and race and contains ideas for improving games for children. The report also answers frequently asked questions about video violence. Findings of the study of 70 games revealed that video games often glorified violence, ignored women and people of color, and reinforced racial and gender stereotypes. Video games were overwhelmingly violent, with nearly every game containing some violent content and too often without consequence to the perpetrator or the victim. Comparisons across game systems revealed considerable variation. A list of the video games examined completes the report. (Contains 25 endnotes.) (KB)

ED 463 093 PS 030 247

supportive and content rich. Grouping students into pairs or triads supports student needs. Special educators can collaborate with other teachers by creating a bank of instructional activities on selected math and science topics. Collaborative strategies can be modeled through peer tutoring. Students should be encouraged to explore metacognitive thinking styles so they can apply metacognitive strategies to their daily lives. Skills outlined by standards should be presented in an order that makes sense to students in terms of context and cognitive organization. Nine steps are outlined for presenting content in an effective instructional sequence. Math and science textbooks require grade-level or above literacy skills. Many students, including those with disabilities, will benefit from study guides and outlines, graphic organizers, an introduction to key terms, audiotapes, and other assistive technology devices. Challenges to rural educators include inadequate resources and professional isolation. Advantages to rural educators include more cohesive groups of parents, teachers, and community members. Sidebars present practical tips and strategies for each topic discussed. (Contains 36 references). (TD)

ED 463 110   RC 023 412

Kendrick, Martie; Poulin, Nancy
Assessing Quality Inclusive Child Care Placements for Young Children with Special Needs.
PUB DATE- 02
NOTE- 6p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, NV, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; *Disabilities; *Early Childhood Education; Early Intervention; Evaluation Methods; *Inclusive Schools; Professional Training; Program Evaluation; *Special Needs Students; Young Children
IDENTIFIERS- Developmental Therapy; Maine

As part of a program to increase the quality and availability of inclusive childcare and early childhood education in Maine, the University of Maine in Orono developed an instrument to assess inclusive child care programs. Eight of the 16 Child Development Services sites in Maine's early intervention system participated in developing and implementing the instrument. Many lessons were learned: Glossaries, definitions, and examples clarify the text of the assessment instrument; including all stakeholders builds trust; be clear on what needs to be measured and on outcomes; include all relevant skills, even if it means bringing in outside expertise. Good negotiation and conflict resolution skills are needed to maintain an ongoing relationship with early childcare professionals; and underlie systemic issues such as class size and levels of staff education and pay affect program quality. It is important for early intervention staff to clarify common goals and responsibilities before proceeding with staff development plans. The availability of quality, developmentally appropriate childcare programs is essential in the expansion of good inclusive early child care environments. A series of workshops was created in response to the action plans developed from implementation of the assessment instrument. Training needs were identified and addressed through this process. Tying

Testing.
PUB DATE- 02
NOTE- 8p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, Nevada, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Accountability; *Alternative Assessment; Curriculum Based Assessment; Educational Assessment; Elementary Secondary Education; Eligibility; Severe Disabilities; *Special Education

The reauthorization of the Individuals with Disabilities Education Act (IDEA) in 1997 clarified that special education was to fully participate in educational accountability systems related to standards-based reform. Special education students could participate in the general assessment, with or without accommodations, or in an alternate assessment. IDEA did not specify the content or form of alternate assessment, but required that a system for alternate assessment be in place by July 2000 and that results of alternate assessments be reported with the same frequency and in the same detail as general assessment results. Inclusion of special education students in statewide testing ensures that they remain visible in subsequent decision making about policy and resource allocation. This paper discusses issues in the development of alternate assessments: (1) its purpose as an evaluation of the educational system's performance with regard to students with severe disabilities; (2) the need for states to have broad-based, inclusive academic standards that can be linked to the functional curricula of special education; (3) eligibility criteria based on disability classification or curricular focus; (4) forms of alternate assessment (portfolio assessment, checklists or rating scales of functional skills, IEP analysis); (5) who scores alternate assessments; and (6) methods of reporting results. (Contains 15 references.) (SV)

ED 463 128 RC 023 430

Demchak, MaryAnn; Elquist, Marty
Screening for Vision Problems in Children with Hearing Impairments.
PUB DATE- 02
NOTE- 7p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, Nevada, March 7-9, 2002); see RC 023 405. Nevada Dual Sensory Impairment Project funded by Office of Special Education Programs (ED).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disability Identification; Elementary Education; Hearing Impairments; *Multiple Disabilities; Preschool Education; Program Development; Rural Schools; Screening Tests; State Programs; Vision Tests; *Visual Impairments
IDENTIFIERS- *Nevada; *Screening Programs

Vision problems occur at higher rates in the deaf and hearing impaired population than in the general population. When an individual has a hearing impairment, vision becomes more the sixth in a series of biennial reports on state and national indicators intended for use by policymakers, educators, and researchers. Contents include: (1) "Development of State Education Indicators for Policymakers"; (2) "Indicators of Student Achievement in Mathematics and Science"; (3) "Indicators of Mathematics and Science Curriculum"; (4) "Indicators of Teacher Preparation and Supply"; and (5) "Indicators of Context and Conditions for Teaching"; (6) "Data Sources and Computations"; and (7) "Directory of State Course Titles by Reporting Categories." (Contains 67 references, 39 tables, and 10 figures.) (YDS)

ED 463 149 SE 065 774

Munoz, Marco A.; Clavijo, Catherine
Educational Opportunities for Minority Students: Lessons Learned from a Summer High School Math and Science Program.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Ethnicity; Evaluation; High Schools; Mathematics Education; *Minority Groups; Professional Development; Science Education; Summer Programs

Two topics are currently being greatly discussed in educational literature: (a) summer programs and (b) minority in mathematics and science. The Lincoln Foundation summer program provided participants with 4 weeks of instruction in math and science. The goal of the program was to enhance students' ability to succeed in high-school level mathematics and science courses. The evaluation design called for the use of a pre- and post-test and parent and teacher surveys. The data indicated that the program is achieving its objective of increasing students' content knowledge in the various subject areas. The results of the parent survey indicated the high levels of satisfaction with the program. Results from the teacher survey showed overall agreement with the professional development model and instructional support. Highlighted curricular methods include: cooperative learning; activity-based lessons; and small group techniques. Implications for practice and recommendations for improvement are included. (Author/YDS)

ED 463 150 SE 065 775

Capra, Fritjof; Comnes, Leslie; Cook, Esther; Hawkins, David; Jackson, Wes; McCullough, Yvette; Waters, Alice
The Edible Schoolyard.
PUB DATE- 99
NOTE- 90p.; Published under the Imprint "Learning in the Real World."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Agriculture; *Experiential Learning; *Gardening; Nutrition; *Outdoor Education; Recipes (Food); *Science Activities; Science Instruction
IDENTIFIERS- Sustainability

This document introduces the Edible Schoolyard Project (ESP) in which students create a garden, watch it grow, and develop a bond with nature. Chapters include: (1) "Implications of the Edible Schoolyard Project" (Wes Jackson); (2) "A World of Possibilities" (Alice Waters); (3) "The Garden Experience" (David Hawkins); (4) "From the Kitchen and the Table" (Esther

Jenkins, Deborah Bainer
Organizational Structure of Effective vs. Less Effective Partnerships.
PUB DATE- 01
NOTE- 39p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cooperation; *Educational Change; Elementary Education; *Partnerships in Education; *Professional Development; *School Business Relationship; Science Education
IDENTIFIERS- *Endurance

Why do some educational partnerships endure while others soon meet their demise? Wright's (1994) model of group organization contrasts how different configurations are formed, solve problems, and endure in difficult contexts. When this model is applied to data gathered from group members about why their partnerships did or did not endure, it appears that enduring partnerships are often organized in a traditional Team configuration. However, partnerships organized as more diverse Packs may be more effective in troubled contexts or in difficult elementary school settings. (Contains 17 references.) (Author/MM)

ED 463 173 SE 065 835

Jenkins, Deborah Bainer
Characteristics of Enduring Partnerships.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cooperation; *Educational Change; Elementary Education; *Partnerships in Education; *Professional Development; *School Business Relationship; Science Education
IDENTIFIERS- *Endurance

Why do some educational partnerships endure while others soon meet their demise? Leaders of partnerships (N=62) report perceived reasons for their team's endurance vs. decline during telephone interviews. Data suggest strong predictors of partnership endurance (i.e., qualities cited very frequently by interviewees as essential to partnering), moderate predictors, and low predictors of endurance. Similarly, data from teams that disbanded fell into strong, moderate, and low predictors of a partnership's demise. The data provide an "insider's view" to what it is like to participate in a partnership and to the dynamics of those relationships. It informs leaders in the partnership movement of the conditions deemed essential to establishing and nourishing partnerships that lead to school reform. (Contains 16 references.) (Author/MM)

ED 463 174 SE 065 855

Husser, Michael D.
Human Rights: Lesson Plan for SDAIE (Sheltered) Class.
PUB DATE- 00
NOTE- 4p.; Lesson developed at the University of California-Berkeley, Office of Resources for International and Area Studies Summer Institute for Teachers, "Ancient Roots--Modern States" (July 31-August 4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Civil Liberties; English (Second Language); Foreign Countries; Limited English Speaking; Secondary Education; Social Studies; Student Educational Objectives; *Teacher Developed Materials
IDENTIFIERS- Brazil; California; China; El Salvador; Guatemala; Sheltered English

This lesson plan on human rights uses the Specially Designed Academic Instruction in English (SDAIE) methodology used in California to teach academic content to intermediate, threshold level limited-English-proficient (LEP) students. It sets forth three educational goals for students to reach; asks students to examine definitions of human rights using two sources, the Universal Declaration of Human Rights and the Bill of Rights; engages students in researching human rights as defined and practiced in China, one Latin American country (El Salvador, Guatemala, Brazil), or a country where the student has lived; calls for students to report their research findings and compare them to the definition of human rights outlined in the sources they have read; and gives students a writing assignment to answer four opinion questions: (1) Is the country you selected observing human rights as defined in part 1? (2) Why or why not? (3) What do you believe can be done to protect human rights in this country? and (4) Do you think countries should observe human rights as defined by the United Nations and the United States? Why or why not? (BT)

ED 463 194 SO 033 303

Rinetti, Carolyn
Beowulf. Lessons from ORIAS Institute on History through Literature in the 6th Grade/7th Grade Core Classrooms, 1998-2000.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classics (Literature); *Epics; Foreign Countries; *Medieval History; Middle Schools; *Old English Literature; Social Studies; Student Journals; Study Skills
IDENTIFIERS- *Beowulf; Europe; *Heroes; Middle Ages

This lesson plan, featuring the epic, "Beowulf," employs the introduction-quotation exchange to monitor student comprehension while reading the epic. A second exercise, also dealing with reading comprehension, requires students to keep an historical evidence journal and fill out an historical evidence chart. The lesson plan features a hero's journey map with questions for students to answer. The journey map exercise helps students understand that all cultures have hero figures and how heroes from cultures that appear to be very different from each other often have similarities. Contains a specific of educational systems in very different political arenas. Reaching from early Greek educational philosophies to present day systems, the book draws in-depth examples from British, Teutonic, Russian, and French idealists. It is divided into: "Ideas in Action" (Geography and Greek Philosophers; Aristotle in Europe; The Religious Influence; Rousseau and Enlightenment; Modern Geography: Paving the Way); "A Man in Action" (Pestalozzi, His Method; Neuhof; Stanz; Burgdorf; Yverdun; Yverdun and National Systems; Pestalozzi's Influence on Carl Ritter); "Pestalozzi's Method" (Education as a Solution; Pestalozzlansm in America; Pestalozzi's Method Spreads; Pestalozzianism in Great Britain; A National System of Education); "The Economic Dynamic" (Laissez-Faire Philosophy; Royal Geographical Society; Reforms at University Level Mackinder; Vacation Courses Herbertson; The Geographical Teacher); "Pre-War Great Britain" (Up to the First World War; Interruption: World War One); "A Popular Principle" (State Involvement in Education; World War II Watershed; Field Centers); and "Geography in America" (Pursuit of Happiness; American Geographers; Geography Education Today). (Contains 91 notes and a 36-item bibliography.) (BT)

ED 463 214   SO 033 640

Bachrach, Julia Sniderman; Nathan, Jo Ann
Chicago's Columbus Park: The Prairie Idealized. Teaching with Historic Places.
PUB DATE- 02
NOTE- 33p.; Edited by Jean West.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); *Cultural Context; Curriculum Enrichment; Heritage Education; *Historic Sites; Interdisciplinary Approach; *Parks; *Physical Environment; Primary Sources; Secondary Education; Social Studies; Student Educational Objectives; Student Research
IDENTIFIERS- Illinois (Chicago); Landscapes; National Register of Historic Places; *Prairies

Twenty-four year old Jens Jensen came to the United States, settled in Chicago (Illinois), and promptly fell in love with the Midwest's prairie landscape. Although some thought that prairie was boring, monotonous, and ordinary, Jensen saw great beauty in the tree-filled groves, long winding rivers, natural rock formations and waterfalls, and the flat stretches filled with colorful native grasses and wild flowers. Jens Jensen began designing Chicago's Columbus Park in 1915 on a 150-acre parcel of land, where he attempted to interpret the native landscape of Illinois as comprehensively as possible. This lesson is based on the National Register of Historic Places registration file, "Columbus Park." The lesson can be used to teach units on landscape design, urbanization, and conservationism in the early 20th century, or in an interdisciplinary unit on indigenous regional plants and leisure time combining biology and sociology. It is divided into: "About This Lesson"; "Getting Started: Inquiry Question"; "Setting the Stage: Historical Context"; "Locating the Site: Maps" (West Park System, Chicago, 1917; Jensen's Original Plan for Columbus Park); "Determining the Facts: Readings" (An American Garden; Columbus Park--The Prairie Idealized; Beauty of the Wild); "Visual Evidence: Images" (Recent Photograph of the Prairie; Stone Outcropping, c. 1910; Natural Prairie River, c. 1911; Excavation of the Lagoon 1916; Lagoon with Boaters, c.

NOTE- 21p.; For Kindergarten and grade 2 versions, see SO 033 700 and SO 033 702.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Grade 1; *Music; *Music Activities; *Music Education; Planning; Primary Education; *Public Schools; *State Standards; Student Educational Objectives
IDENTIFIERS- *Delaware; Performance Indicators

This unit planning grid outlines nine standards for music education in Delaware schools in the first grade. The unit lists the following standards: (1) students will sing, independently and with others, a varied repertoire of music; (2) students will perform on instruments, independently and with others, a varied repertoire of music; (3) student will improvise melodies, variations, and accompaniments; (4) students will compose and arrange music within specific guidelines; (5) students will read and notate music; (6) students will listen to, describe, and analyze music and music performances; (7) students will evaluate music and music performances; (8) students make connections between music, the other arts, and other curricular areas; and (9) students will understand music in relation to diverse cultures, times, and places. Each standard lists performance indicators. (BT)

ED 463 234 SO 033 702

Unit Planning Grids for Music--Grade 2.
PUB DATE- 98
NOTE- 21p.; For Kindergarten and grade 1 versions, see SO 033 700-701.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Grade 2; *Music; *Music Activities; *Music Education; Planning; Primary Education; *Public Schools; *State Standards; Student Educational Objectives
IDENTIFIERS- *Delaware; Performance Indicators

This unit planning grid outlines nine standards for music education in grade two in Delaware schools. The standards listed are the following: (1) students will sing, independently and with others, a varied repertoire of music; (2) students will perform on instruments, independently and with others, a varied repertoire of music; (3) students will improvise melodies, variations, and accompaniments; (4) students will compose and arrange music within specific guidelines; (5) students will read and notate music; (6) students will listen to, describe, and analyze music and music performances; (7) students will evaluate music and music performances; (8) students make connections between music, the other arts, and other curricular areas; and (9) students will understand music in relation to diverse cultures, times, and places. Each standard lists performance indicators. (BT)

ED 463 235 SO 033 732

Blackadar, Andy
Responding to Terrorism: Challenges for Democracy. Teacher's

Curriculum 2005 because of various problems (e.g., constructivism), presenting recommendations regarding the need for national curriculum statements which specify, by learning area and grade level, what should be taught, in what sequence, and at which level of competence. (Contains 14 references.) (SM)

ED 463 254 SP 040 546

Husa, Jukka
"Thinking Things Through": Coming to Grips with Philosophical and Prudential Perspectives in Teachers' Educational Practice.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Biennial Meeting of the International Study Association on Teachers and Teaching (10th, Fars, Portugal, September 21-25, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; *Ethics; Foreign Countries; Secondary Education; Secondary School Teachers; Smoking; Teacher Attitudes
IDENTIFIERS- Finland; Rule Application; Rules and Regulations

This paper examines what pedagogical issues mean to practicing teachers, discussing the ethics of purpose, rules and principles, and probability, and noting teachers' philosophical perspectives and practical interpretations. Interviews were conducted with 20 Finnish secondary school teachers working in urban schools during an in-service training on ethical issues in teaching. Teachers described a work situation in which they had difficulty deciding what to do from an ethical point of view, and they answered questions about relationships, contexts, and solutions to the dilemmas. Researchers visited the teachers in their schools, observed the reported situations, and interviewed students. This paper highlights one case in which a teacher had to handle a smoking-related dilemma (students and teachers smoking in school even through it was against the law). Her interpretations of the rules and principles were the most important source of standards guiding her professional practice. She needed different ethical perspectives to inform her decision making. She felt that all possible solutions led to even further problems with colleagues and students, but she felt some action had to be taken. In the end, when she could not find the right solution, she justified doing nothing in order to avoid further harm. (Contains 46 references.) (SM)

ED 463 255 SP 040 547

Polirstok, Susan; Delisle, Robert; Deveaux, Faith; Gottlieb, Barbara; Qian, Gaoyin; Thompson, Patricia; Zuss, Mark
The Learning Circle Model: A Vehicle for Exploring Critical Perspectives in Teacher Education.
PUB DATE- 02
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Consciousness Raising; *Discussion Groups; Diversity (Student); Elementary Secondary Education;

agenda, and critique and revise the undertaking. The paper provides a historical context, examining the role of state public policy and outside grant funding and describing the developmental process. A collaboration was created between the University of Texas El Paso and the El Paso public schools to design and implement a field-based, community-oriented, outcome-based teacher education program. The state's vision was to create educators who would establish schools as democratic learning centers where children could acquire the knowledge and skills necessary to become contributing, democratic citizens. Content and teaching standards for new and beginning teachers and revised certification frameworks were developed. Interdisciplinary faculty collaborated on external grant funding. The U.S. Department of Education funded the "Partnership for Teacher Quality and Quantity in El Paso" grant. A major activity of that grant was establishing the University Center for Teacher Preparation (a center of pedagogy). This center is not a physical location but a concept with a consensual framework supported by dedicated educators and leaders within the community. (SM)

ED 463 275   SP 040 600

Osterman, Karen; Fishbein, Susan
Reshaping the Administration Internship through Research and Reflective Practice.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Education; Females; Higher Education; Internship Programs; Student Attitudes; *Teacher Administrator Relationship; Teacher Attitudes; Women Administrators
IDENTIFIERS- Reflective Thinking

In 1997, concurrent with their internships, nine administrative candidates, all women who differed in age, ethnicity, and school experience, participated in a research project focused on the structural, cultural, political, and symbolic differences that divide teachers and administrators. Through an ongoing series of individual interviews, focus group discussions, and journal entries, the pre-service administrators, participating as co-researchers, collected and shared observations of relationships they saw within their internships, discussing the messages that interns received about the relationship between teachers and administrators. This paper examines the research process as an exercise in reflective practice, illustrating its impact in connecting theory and practice in the internship. When interns entered the study, they were well aware of the gap between teachers and administrators, but by the time they finished the process, they had a far more detailed understanding of how that type of relationship developed. They clearly saw the difference between the formal theory they were studying and the informal theories that affected behavior in the workplace. By examining the assumptions and behaviors of others, they became very sensitive to their own practice and began to assess and modify their own behavior. (Contains 12 references.) (SM)

PUB DATE- 01
NOTE- 27p.; For 1998 Memorandum, see TM 033 713. For 1999 Memorandum, see ED 446 121.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Decision Making; Educational Testing; Elementary Secondary Education; *Reliability; *Scores; State Programs; State Standards; *Test Construction; Test Use; Testing Programs; *Validity
IDENTIFIERS- *New York

This field memo is the third in a series of updates from the Deputy Commissioner of the Office of Elementary, Middle, Secondary and Continuing Education to all teachers and administrators of public and nonpublic schools on standards and assessments in New York. This document explains how the New York State Education Department determines if test scores are fair, reliable, and valid, and how cut scores are set. It also discusses how test data can be used to inform decision making at various levels in the school community and contains a section of commonly asked questions with answers. The discussion is set in the context of the new state assessments developed in accord with New York's standards of learning. The test construction process is described from the development of test items by New York educators through the statistical checks that assure reliability, validity, and fairness. The booklet also discusses using the data to inform instruction and develop instructional policy. It suggests ways parents can use the data in working with their children's teachers. Attachments contain the draft schedule for assessments in 2002, a chart of the test development process, and a list of approved alternative assessments. A glossary is attached. (SLD)

ED 463 294   TM 033 717

Burroughs, Monte
Bootstrapping Selected Item Statistics from a Student-Made Test.
PUB DATE- 02
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (25th, Austin, TX, February 14-16, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Graduate Students; Graduate Study; Higher Education; *Hypothesis Testing; *Nonparametric Statistics; Statistical Analysis; *Test Items
IDENTIFIERS- *Bootstrap Methods; Discrimination Parameters; Null Hypothesis

This study applied nonparametric bootstrapping to test null hypotheses for selected statistics (KR-20, difficulty, and discrimination) derived from a student-made test. The test, administered to 21 students enrolled in a graduate-level educational assessment class, contained 42 items, 33 of which were analyzed. Random permutations of the data yielded a bootstrapped mean KR-20 equal to 0.733 (p=0.012), a bootstrapped mean level of difficulty equal to 0.769 (p=0.212), and a bootstrapped mean point-biserial correlation equal to 0.302 (p=0.273). The bootstrapped KR-20 was unusual given

Identification with Academics and Academic Outcomes in Secondary Students.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Theories; *High School Students; High Schools; *Identification (Psychology); *Outcomes of Education; Prediction; Psychological Characteristics; Self Esteem
IDENTIFIERS- National Education Longitudinal Study 1988

Identification with academics is the extent to which an individual bases his or her self-esteem on outcomes in the academic domain. Theory suggests that students who are highly identified with academics should be more motivated to succeed in a domain, and thus more likely to experience desirable academic outcomes and avoid undesirable outcomes, such as dropping out of school or obtaining poor grades. Two studies examined the validity of this hypothesis. In the first study, data from the National Education Longitudinal Study of 1988 show that 2 years prior to dropping out of school, substantial differences in identification are present between those who drop out and those who do not. Study 2, which involved the entire entering ninth-grade class of a high school, showed that identification with academics is related to psychological variables such as holding learning goals, intrinsic valuing of academics, self-regulation, holding a mastery orientation, and amount of processing course material receives. Identification with academics also prospectively predicts future academic outcomes such as grades, behavioral referrals, and absenteeism. (Contains 17 references.) (Author/SLD)

ED 463 316 TM 033 748

Osborne, Jason W.; Christianson, William R., II; Gunter, Jason S.
Educational Psychology from a Statistician's Perspective: A Review of the Quantitative Quality of Our Field.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Psychology; Educational Research; *Effect Size; Literature Reviews; Reliability; *Research Reports; *Scholarly Journals; *Statistics
IDENTIFIERS- *Power (Statistics)

The goal of this study was to assess the statistical health of educational psychology literature, both current and past, to: (1) determine the range of effect sizes observed in the current literature (1998-1999); (2) determine the range of observed (or a posteriori) power in the current literature; (3) compare these two statistics to that of the discipline in past years (1939 and 1969); (4) assess the proportion of articles from each of those years reporting testing assumptions of statistical tests, effect size, or power; and (5) assess the reliability of measures used in this research. In all, 55 from 1969 and 96 from the current period were included in these

New Federalism: National Survey of America's Families, Series B, No. B-41. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Weingart Foundation, Los Angeles, CA.
PUB DATE- 02
NOTE- 10p.; Also funded by the Stuart Foundation. For a related document on SCHIP, see UD 034 901.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Health Care; Child Health; *Child Welfare; Health Insurance; Health Promotion; Low Income Groups; State Government; State Programs; Welfare Reform
IDENTIFIERS- *Childrens Health Insurance Program; *Medicaid

This report focuses on Medicaid and the State Children's Health Insurance Program (SCHIP) for low-income, uninsured children. It examines the 2000 National Survey of American Families data, concluding that in 2000, over half of all children and about 90 percent of low-income children were eligible for Medicaid or SCHIP coverage. Nearly 70 percent of uninsured children who qualified for public coverage were actually eligible for Medicaid, not SCHIP. Although many states had implemented policies to facilitate enrollment and increase retention, states were more willing to do so under SCHIP than Medicaid. (Contains 15 references.) (SM)

ED 463 337 UD 034 850

Darling-Hammond, Linda
Solving the Dilemmas of Teacher Supply, Demand, and Standards: How We Can Ensure a Competent, Caring, and Qualified Teacher for Every Child.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.; Carnegie Corp. of New York, NY.; National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.; Ford Foundation, New York, NY.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; BellSouth Foundation, Inc. Atlanta, GA.; William R. Kenan, Jr. Charitable Trust, Chapel Hill, NC.; Philip Morris Inc., New York, NY.; National Partnership for Excellence and Accountability in Teaching, Washington, DC.
PUB DATE- 00
NOTE- 44p.; Also supported by AT&T Foundation and Goldman Sachs Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; Alternative Teacher Certification; Elementary Secondary Education; Mathematics Education; Minority Group Teachers; Public Schools; State Standards; Teacher Competencies; Teacher Persistence; *Teacher Qualifications; *Teacher Recruitment; *Teacher Supply and Demand
IDENTIFIERS- Subject Content Knowledge; *Teacher Knowledge

It is one of 85 schools with which the National Institute for Urban School Improvement is involved in partnerships for change. It is located in an impoverished neighborhood. Nalle's principal aggressively pursues a school improvement agenda that draws on the resources and talents of all school and community members. The school has a pediatric nurse, visiting registered nurse, social worker, psychologist, and parent coordinator. Health services are available to students, and health screening, education, information, and referrals are available to families. Enrichment opportunities are available to children and families (e.g., trips to the theater). Developing corporate and community partnerships is a priority. These partnerships go beyond financial support and include employee volunteerism and community enrichment activities for students. Nalle's special education students are included within the school. Teacher Assistance Teams use a proactive process to evaluate and support each child referred to special education. The paper describes the systemic change framework that helps schools like Nalle organize their work and design, implement, and monitor their plans. (SM)

ED 463 357 UD 034 873

Ferguson, Dianne; Meyer, Gwen
Kepner Middle School, Denver, CO. Schools on the Move: Stories of Urban Schools Engaged in Inclusive Journeys of Change.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 21p.; For other documents from the Schools on the Move series, see ED 455 340 and UD 034 872.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; *Educational Improvement; Elementary Secondary Education; English (Second Language); Hispanic American Students; Mental Health; *Poverty; *School Community Relationship; Special Education; *Urban Schools
IDENTIFIERS- Colorado

This paper describes the experiences of Kepner Middle School in urban Colorado as it participates in the School on the Move initiative to make fundamental changes in its teaching and learning. Kepner is one of 85 schools with which the National Institute for Urban School Improvement is involved in partnerships for change. Kepner is located in a low-income, language minority neighborhood. It is experiencing a challenging transition period, with changes in leadership and staff. With so many English as a Second Language students, Kepner must not only teach English, but also ensure that students continue learning important content and concepts in their native languages. Most of Kepner's special education students are included in general education classes. Kepner's students take elective/exploratory classes, and after-school activities are available through partnerships and other linkages with the community. The culture of work has changed for teachers as the new principal seeks teacher input and participation. Kepner is focusing on mental health issues via a new mental health team. It also offers a program of academic tutoring, with teachers receiving extra pay (via a grant) for participating, and it promotes improved linkages with families and other community members. (SM)

ED 463 358 UD 034 874

This report focuses on Medicaid and the State Children's Health Insurance Program (SCHIP) for low-income, uninsured children. It presents data from the 1999 National Survey of America's Families (NSAF), which indicated that 72 percent of eligible children without any other coverage were covered by Medicaid in 1999, leaving over 4 million Medicaid-eligible children uninsured. Children with greater health services needs participated in Medicaid/SCHIP at higher rates than other children. There was variation in Medicaid and SCHIP participation among children in different racial/ethnic subgroups. Children were less likely to participate when their families had not previously been enrolled in welfare. (Contains 12 references.) (SM)

ED 463 377 UD 034 903

Noam, Gil G.
Afterschool Time: Toward a Theory of Collaborations.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Urban Seminar Series on Children's Mental Health and Safety (Cambridge, MA, May 10-11, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *After School Education; *Cooperative Planning; Elementary Secondary Education; *Partnerships in Education; *School Community Relationship

This paper discusses community collaboration, explaining that the essence of after school care and education is partnering among institutions and individuals, with a new ethos built around program, family, and child needs. It suggests that most partnerships in after school programs create "intermediary environments," which are typically participatory and foster democratic ideals, are usually creative and innovative, are models of leadership and effective time use, and are vulnerable to power struggles as one collaborating group or another may vie for control. The paper describes some of the special features of after school programs that arise from and are governed by collaborations. It expands the theoretical frame and introduces a typology of partnerships and their implications for developing intermediary after school spaces. The paper introduces four types of intersection that apply to many types of collaboration: discovering overlapping interests (functional), joining forces (collaborative), developing an inclusive system (interconnected), and changing all partners (transformational). (Contains 12 references.) (SM)

ED 463 378 UD 034 904

Butts, Jeffrey; Travis, Jeremy
The Rise and Fall of American Youth Violence: 1980 to 2000. Research Report.
PUB DATE- 02
NOTE- 17p.; For other research for safer communities documents, see ED 449 239 and ED 462 500.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; *Crime; *Delinquency; *Violence; *Young Adults

ED 463 036   JC 020 268

Noel-Levitz Spring 2001 Student Satisfaction Inventory.
PUB DATE- 01
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Role; Community Colleges; Education Work Relationship; *Educational Assessment; *Participant Satisfaction; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; Student Surveys; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS; Student Satisfaction

This document presents the results of a study performed in 2001 on student satisfaction at Johnson County Community College (JCCC) (Kansas). A survey was distributed in a sample of credit classes to help assess the Community College's overall effectiveness. A total of 587 student surveys were returned. Results indicate that: (1) most respondents were full-time females under the age of 23; (2) nearly three-fourths of the respondents stated that JCCC was their college of first choice; (3) 47% and 38% of the respondents reported being employed part time or full time, respectively; (4) satisfaction with student parking availability, bookstore services, and the student center increased over 2,000 results, while convenient business office hours and effective support services for displaced homemakers decreased in student satisfaction; (5) the College's ability to help students experience intellectual growth also decreased; and (6) a majority of the respondents expressed being satisfied with JCCC's overall reputation, campus facilities, course offerings, flexible class scheduling, faculty instruction, academic advising, counseling, and library services. The report compares student satisfaction results at JCCC with other institutions in Kansas and the United States. Overall, students reported that JCCC was meeting their expectations. Appendices contain student demographics, tables with detailed statistics, and the survey instrument. (MKF)

ED 463 037   JC 020 272

Peralta Facts, 2000.
PUB DATE- 01
NOTE- 235p.; Prepared under the direction of Chven-Rong Chan.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Age; Basic Skills; College Faculty; *Community Colleges; Continuing Education; *Enrollment Trends; Minority Groups; *Outcomes of Education; Personnel; Sex; *Student Characteristics; *Student Educational Objectives; Student Records; Transfer Rates (College); *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Peralta Community College District CA

This trend manual contains data about the Peralta Community College District (PCCD) in California. Data cover the District's service area; students, including enrollment, demographics, success, and outcomes; instructional programs; and faculty and staff. In addition, the report addresses various accountability measures adopted by both the state and

Legislation; State Legislation; *State Regulation; *State Standards
IDENTIFIERS- Childrens Foundation DC; Day Care Licensing; *Day Care Regulations; District of Columbia; Licensed Programs; Puerto Rico; *Regulatory Agencies; Regulatory Evaluation; State Policy; Virgin Islands

This report is an update of information initially compiled in 1991 through a survey of the child care regulatory offices of the 50 U.S. states, the District of Columbia, Puerto Rico, and the Virgin Islands. The report begins with an introduction, definition of terms, and a question and answer summary. The bulk of the report is organized in alphabetical order by state or territory, and contains the licensing and regulatory data for each entity in the following 32 categories: (1) number and definition of regulated programs; (2) requirements; (3) regulations; (4) unannounced inspection policy; (5) complaint procedures; (6) staff qualifications; (7) staff prescreening; (8) staff training; (9) child documentation policy; (10) child immunization policy; (11) discipline policy; (12) emergency medical consent policy; (13) environmental policy; (14) medication policy; (15) national life safety fire code; (16) playground policy; (17) regulatory process subcontracting policy; (18) smoking policy; (19) swimming pool policy; (20) transportation policy; (21) drop-in child care; (22) infant care programs; (23) overnight care programs; (24) programs for children with disabilities; (25) school age care programs; (26) sick child care programs; (27) subsidized programs/tiered reimbursement rate; (28) surveillance camera policy; (29) reporting child abuse and neglect; (30) parental contacts; (31) local contacts; and (32) new or pending legislation. (KB)

ED 463 057 PS 030 183

Deich, Sharon; Wegener, Victoria; Wright, Elisabeth
Using Title I To Support Out-of-School Time and Community School Initiatives. Strategy Brief.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 02
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Education; *After School Programs; *Community Schools; Elementary Education; Federal Programs; *Financial Support; Preschool Education; Program Descriptions; State Federal Aid; Transitional Programs
IDENTIFIERS- *Elementary Secondary Education Act Title I

Despite the demonstrated social value of out-of-school time and community school initiatives, such programs lack dedicated funding sources available to support their efforts. This strategy brief argues that Title I of the Elementary and Secondary Education Act can serve as an important funding source for out-of-school time programs and community school initiatives. The brief presents an overview of the Title I program, emphasizing its use for extended learning through out-of-school time and community school initiatives. The brief then highlights three strategies that community leaders, program developers, and school officials can employ to access these funds to support out-of-school time and community school initiatives. The brief focuses on activities that provide direct links to academic performance: (1) out-of-school programs providing additional instructional time or supporting

Video Games, and the Internet." The book's epilogue explores the connection between parenting and good citizenship. The book concludes with a resources section listing pertinent organizations and suggested readings, and a notes section, organized by chapter. (HTH)

ED 463 075 PS 030 215

Brandon, Richard N.; Maher, Erin J.; Joesch, Jutta M.; Doyle, Sharon
Understanding Family, Friend, and Neighbor Care in Washington State: Developing Appropriate Training and Support.
SPONS. AGENCY- Washington State Dept. of Social and Health Services, Olympia.
PUB DATE- 02
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Caregiver Attitudes; *Caregiver Training; *Child Caregivers; *Children; *Day Care; Early Childhood Education
IDENTIFIERS- *Caregiver Qualifications; Training Needs; Washington

Family, friend, and neighbor (FFN) care is defined as regular, nonparental care provided by other than a licensed center, program, or family child care home. This study examined characteristics of Washington state children in FFN care, the characteristics and training of FFN caregivers, and views of policymakers and professionals regarding FFN care. Survey findings indicated that FFN care involves 480,000 children and is the most common form of nonparental care for infants through school-age children. A large number of children spend sufficient time in FFN care so that the quality of that care can affect their development. One-third of families receiving child care subsidies use them for FFN care. FFN caregivers provide care an average of 18 hours per week, and 40 percent are paid. FFN caregivers have less education than the adult population in Washington, and a majority have no training in child care, child development, or parenting. A majority of FFN caregivers reported problems in providing care, and two-thirds said they would like some type of training or support. FFN caregivers preferred that information and supports be built around specific problems and provided within a context of peer support. Noting that there are no models of large-scale support programs available in other states, it was recommended that a multi-county pilot program be implemented offering a range of training and support and experimenting with different ways to reach FFN caregivers. (Two appendices contain 11 additional data charts and detail multivariate analysis results. (Contains 38 references.) (KB)

ED 463 076 PS 030 216

Shobo, Yetunde A.
Arts, Recreation & Children in Arkansas, 2001.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 393p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art; Art Education; Art Teachers; Child Rearing; *Children; *Counties; Demography; Early Experience; Elementary

Tout, Kathryn; Scarpa, Juliet; Zaslow, Martha J.
Children of Current and Former Welfare Recipients: Similarly at Risk. Child Trends Research Brief.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; David and Lucile Packard Foundation, Los Altos, CA.; William and Flora Hewlett Foundation, Palo Alto, CA.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 02
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *At Risk Persons; Attendance; Behavior Problems; Child Health; Child Welfare; *Children; Comparative Analysis; Emotional Problems; Extracurricular Activities; Family Income; Federal Legislation; National Surveys; *Public Policy; Truancy; *Welfare Recipients; Welfare Reform; *Well Being; Working Poor
IDENTIFIERS- Health Status; Reauthorization Legislation; Student Engagement; *Temporary Assistance for Needy Families

This research brief, one of a series being prepared to help inform the public debate surrounding the reauthorization of the Temporary Assistance for Needy Families block grant, uses data from the 1999 National Survey of America's Families to examine the outcomes for children of welfare leavers and current welfare recipients; outcomes examined related to child and adolescent health, school engagement, and social behavior. The outcomes of children from four groups were compared: (1) families currently receiving welfare; (2) families that left welfare between 1997 and 1999; (3) families with poverty-level incomes and no history of welfare receipt within the past 2 years; and (4) families with incomes at or above 200 percent of the federal poverty level. The findings indicated that children from families that had left welfare did not look significantly different from children in families currently receiving welfare on the following outcomes: (1) current health status; (2) school engagement; (3) skipping school; (4) extracurricular activity participation; (5) child level of behavioral/emotional problems; and (6) adolescent level of behavioral/emotional problems. However, adolescents of families that left welfare were more likely than adolescents of current welfare recipients to have been suspended or expelled from school in the past year. Children of current recipients were more likely than children of welfare leavers to have a physical, learning, or mental health condition that limits their activity. Across all the measures examined, children in the three low-income groups fared worse than children in more affluent families. The findings underscore the role of poverty, more than welfare status per se, as a marker of risk in children's lives. (Contains 27 endnotes.) (KB)

ED 463 094 PS 030 248

Horwath, Jan, Ed.
The Child's World: Assessing Children in Need.
PUB DATE- 01
NOTE- 351p.; Commissioned by the Department of Health. Published by Jessica Kingsley Publishers.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Child Relationship; Caseworker Approach; Child

the assessment recommendations to these workshops resulted in increased collaboration and greater likelihood of continuous improvement. The field test of this instrument resulted in improved relationships between the early childhood and early intervention communities and an increased availability of inclusive developmental therapy placements. (TD)

ED 463 111   RC 023 413

Gourley, Junean J.
Curriculum Reform for Inclusion: Infusing Issues of Social Justice and Caring.
PUB DATE- 02
NOTE- 7p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, NV, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes toward Disabilities; *Change Strategies; Curriculum Development; Disabilities; Educational Change; Educational Needs; *Inclusive Schools; Interdisciplinary Approach; Regular and Special Education Relationship; Secondary Education; *Sex Differences; Special Education
IDENTIFIERS- *Caring; *Social Justice

Inclusion of students with disabilities into schools is mandated by law, but inclusion programs are often overlaid onto the school much as pieces of fabric are appliqued onto a preexisting cloth. Few programs have succeeded in interweaving inclusion into the tapestry of the school. Since research has shown a connection between inclusion and the concepts of social justice and caring, methods to infuse these concepts into school curricula become the focus. One method involves thematic units that link various subjects such as English, science, and child development. Included within the units are projects that focus on individuals with disabilities and their roles in society. Although this method would seem to include an aspect of care, the connection is not specifically addressed. Another suggestion is the establishment of a new course that would include a practicum and extend across the high school years. The course would focus on different topics and infuse the concepts of social justice and caring throughout the various disciplines covered. While this course is interdisciplinary, it is still a class on its own and does not extend across preexisting courses. Since gender differences relative to social justice and caring have been noted, the question emerges: if curricula are refocused to challenge students to explore social justice and caring, with one important outcome being a more sensitive view of those with disabilities, would different approaches designed with consideration of gender differences produce more favorable results? (Contains 35 references.) (TD)

ED 463 112   RC 023 414

Gilberts, Guy H.
Developing a Peer Tutor Training Program That Fits Your Local Needs.
PUB DATE- 02
NOTE- 9p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American

significant in the instructional and learning process, as well as in social and communicative exchanges. Regular comprehensive visual screening of hearing impaired students is important. The Nevada Dual Sensory Impairment Project is a statewide initiative to screen the vision of students with hearing impairments. Procedures were developed using input from a statewide advisory committee, and the project was piloted in six schools with children ranging from age 3 to middle school age. Following the pilot, the special education administrators of Nevada's school districts were presented with a rationale for the screening project, a project overview, and lists of the responsibilities of participating school districts and project staff. Sixteen of the state's 17 districts were willing to participate, but for various reasons, screenings took place in only 10 districts. A total of 176 students from 35 schools were screened. In the six areas of vision tested, 99 instances of visual impairment were found, with some students receiving multiple referrals or recommendations. Recommendations about classroom accommodations for visual impairments were made to teachers, some of whom were unaware of certain types of visual conditions. Brief descriptions of the six screening procedures are included. (SV)

ED 463 129   RC 023 431

Collins, Belva C.; Hall, Meada; Branson, Terri A.
Success with Reluctant Researchers: Real Life Experiences in a Rural School Setting.
PUB DATE- 02
NOTE- 6p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, Nevada, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Research; *College School Cooperation; Participatory Research; Peer Teaching; *Regular and Special Education Relationship; *Research Projects; Researchers; Rural Schools; Secondary Education; *Special Education
IDENTIFIERS- Kentucky; *Teacher Researcher Cooperation

For five years, a collaborative team consisting of a special education teacher, a general education teacher, and a university professor conducted research studies in a rural secondary school. Although the general education teacher initially was reluctant to participate in a research project, especially one that involved students with disabilities, the collaboration was successful, resulting in five publications in refereed journals and numerous benefits for the adults and students involved. This paper describes the development of the collaborative arrangement; delineation of duties; the projects undertaken; and benefits for general education students, special education students, the rural teachers involved, and the university professor. The five studies examined the use of peer tutors to teach adolescents with moderate mental disabilities to read key words from food labels; methods of teaching leisure skills to secondary students with moderate disabilities; teaching students with disabilities to say "no" and walk away from peer pressure; use of peer tutors and a

Cook); (5) "An Edible Schoolyard Recipe: Red Chard Wraps"; (6) "Nurturing a Climate for School Change"; (7) "A Conversation with Educators"; (8) "Developing Ecoliteracy" (Yvette McCullough); (9) "The Principles of Ecology"; (10) "Creativity and Leadership in Learning Communities" (Fritjof Capra); (11) "A Time-Tested Recipe" (Zenobia Barlow); (12) "About the Center for Ecoliteracy"; and (13) "About the Edible Schoolyard." (YDS)

ED 463 151 SE 065 777

The Central Hardwoods Virtual Forest Version 2.0. CD-ROM .
SPONS. AGENCY- Forest Service (USDA), Washington, DC.; Illinois State Dept. of Natural Resources, Springfield. Office of Land Management and Education.
PUB DATE- 01
NOTE- 0p.; Funded by Indiana Hardwood Lumbermen's Association, Indiana Forestry and Woodland Owners Association, Indiana Forestry Education Foundation, and PSI Energy. For a related CD-ROM about forests, see SE 065 786.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Computer Uses in Education; Educational Games; Elementary Secondary Education; Forestry; *Instructional Materials; Optical Disks; Puzzles; *Science Activities; *Science Instruction; *Trees; Virtual Reality

This CD-ROM is the second in a series of CDs allowing students to explore the trees and animals of the northern boreal forest. Using QuickTime Virtual Reality (QTVR), the Central Hardwood Virtual Forest is designed so that students are able to see views from inside the central hardwood forest and look up or down or spin around 360 degrees. The program allows students to become familiar with basic forestry techniques as well as practicing tree identification with an interactive dichotomous key. Students can view the tree they are identifying and also move a branch of that tree in any direction to see all of the features. They can even zoom in on tiny lateral buds. In addition to tree identification, students can watch over 50 QuickTime movies about topics ranging from bear habitat to recycling, all addressed by experts within their field. Also included are a scavenger hunt, puzzles, and word games. (MM)

ED 463 152 SE 065 782

Hubble Space Telescope Deep Field Lesson Package. Teacher's Guide, Grades 6-8. Amazing Space: Education On-Line from the Hubble Space Telescope.
PUB DATE- 97
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; Earth Science; *Inquiry; Junior High Schools; Middle Schools; *Science Activities; Science Education; Space Sciences
IDENTIFIERS- *Hubble Space Telescope; National Science Education Standards

This lesson guide accompanies the Hubble Deep Field set of 10 lithographs and introduces 4 astronomy lesson plans for middle school students. Lessons include: (1) "How Many Objects Are There?"; (2) "Classifying and Identifying"; (3) "Estimating

Lutz, P. Michael; Lutz, L. Mark; Bobay, Keith
A Data Analysis Problem That Brews.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual International Teachers Teaching with Technology Conference (13th, Columbus, OH, March 16-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Graphing Calculators; *Mathematics Activities; Mathematics Education; *Regression (Statistics); Secondary Education; *Statistical Analysis; *Statistics

This paper is designed to show how graphics display calculators can be used to analyze data. The paper describes a classroom activity, where students calculate a linear regression on a data set and answer questions related to the regression. Teaching notes, a full solution, and calculator instructions are included as are blackline masters. (MM)

ED 463 175 SE 065 866

Bumbaca, Leonard
Give Me a Hand! Digitizing Images into a Graphing Calculator Using Coordinate Geometry.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual International Teachers Teaching with Technology Conference (13th, Columbus, OH, March 16-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Algebra; *Analytic Geometry; *Functions (Mathematics); Geometric Concepts; *Graphing Calculators; *Mathematics Activities; Mathematics Education; Secondary Education

This paper describes a classroom, instructor-led activity designed to show how graphic calculators can be used to explore coordinate geometry. The activity involves digitizing an image of a hand and transforming the image through geometrical transformations. Teaching notes and calculator instructions are included as are blackline masters. Also included are Internet links to related resources. A vocabulary list student worksheet, table of coordinate points student worksheet, and a teacher's assessment rubric are appended. (MM)

ED 463 176 SE 065 884

Improving Math and Science Education So That No Child Is Left Behind. Hearing before the Subcommittee on Science, House of Representatives, One Hundred Seventh Congress, First Session.
PUB DATE- 01
NOTE- 83p.; Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Change; *Educational Improvement; Elementary Secondary Education; Mathematics Education; Science Education

This document presents the hearing of the Subcommittee on Research, Committee on Science, House of Representatives, held section outlining Beowulf's journey. (BT)

ED 463 195   SO 033 304

Michalak, Laurence
The Story of Joseph from the Koran. Lessons from ORIAS Institute on History through Literature in the 6th Grade/7th Grade Core Classrooms, 1998-2000.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Characterization; Intermediate Grades; *Islam; Islamic Culture; Junior High Schools; *Middle Eastern History; Middle Eastern Studies; *Muslims; *Religion Studies; Social Studies; *World Literature
IDENTIFIERS- Comparative Literature; *Koran; *Old Testament

This lesson about Islam and the Koran is intended for grade 6 or 7 core classrooms. The lesson plan uses the story of Joseph (not Joseph, the father of Jesus, but Joseph who was abandoned by his brothers in a pit) as told in the Koran. The lesson plan does not provide a translation of the story but indicates where one can be found on the Internet. It presents seven study questions for story comprehension and provides comparative text for each of the questions from the Koran and from the Old Testament's Book of Genesis. The lesson plan compares the Old Testament and the Koran versions of how the story of Joseph is told, presenting five questions for students to answer. It provides activities to examine Joseph's character traits as exhibited in the Koran; to construct Joseph's family tree; to create a dialogue between Joseph and the Pharaoh; to compare the Old Testament version and the Qur'an version of Joseph using a Venn Diagram; and to write a 9-paragraph character sketch of Joseph that provides a physical description of him, summarizes his background, outlines his personality traits, describes his motivation, and examines his conflicts. (BT)

ED 463 196   SO 033 308

Bibliographies and Annotations from Speakers and Class Participants.
PUB DATE- 01
NOTE- 44p.; Developed at the University of California-Berkeley, Office of Resources for International and Area Studies Summer Institute for K-5 Teachers and Librarians, "Cultural Representations in Children's Literature: Exploring Resources and Themes in Global Education" (July 30-August 3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Area Studies; *Childrens Literature; *Cultural Context; Elementary Secondary Education; Foreign Countries; *Foreign Culture; Global Education; Multicultural Education; Social Studies
IDENTIFIERS- Africa; Asia (East); Egypt; India; Latin America; Middle East; Russia; Trade Books

This annotated bibliography focuses on recent children's literature that deals with other cultures. The books in the bibliography are set in or about Africa (29 selections), Ancient Egypt (3 selections), East Asia (20 selections), India (7 selections), Latin America (3 selections), Middle East (5 selections), and Russia (9 selections). The bibliography also

1920; Council Ring with Children, 1920s; Original Swimming Hole with Children, c. 1935); "Putting It All Together: Activities" (Save That Site; Green Scene); and "Supplementary Resources." (BT)

ED 463 215 SO 033 641

Lange-Daggs, Lorna
The Freeman School: Building Prairie Communities. Teaching with Historic Places.
PUB DATE- 02
NOTE- 34p.; Edited by Jean West.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Built Environment; *Community Development; *Cultural Context; Curriculum Enrichment; Geography; Heritage Education; *Historic Sites; *One Teacher Schools; Primary Sources; *School Buildings; Secondary Education; Social Studies; Student Educational Objectives; Student Research; *United States History
IDENTIFIERS- Homesteading; National Register of Historic Places; Prairies; Westward Movement (United States)

The Freeman School, originally called the Red-Brick School House, served the community of Blakely Township, Nebraska from 1872 to 1967. It is representative of the one-room schools that once dotted the western landscape of the United States. The Freeman School served not only as an educational center but also as the church, a meeting hall, the township polling place, and as the social and political center of the community. At present, the National Park Service maintains and preserves this historic structure. This lesson is based on the National Register of Historic Places registration file "Freeman Homestead and Freeman School" and other sources. The lesson can be used in U.S. history, social studies, and geography courses in units on westward expansion and homesteading, the history of education in the United States, early mapping of lands, and studies of U.S. cultural developments. It is divided into: "About This Lesson"; "Getting Started: Inquiry Question"; "Setting the Stage: Historical Context"; "Locating the Site: Maps" (Plat Map of Blakely Township); "Determining the Facts: Readings" (Red Brick School; Community's Experience; Treasurer's Account Book); "Visual Evidence: Images" (Red Brick School; Teacher and Pupils, 1914; Children in Front of School, 1913; Interior of Freeman School; Children at Play); "Putting It All Together: Activities" (And Today in the School; To Preserve or Not to Preserve; How Did My Town Grow?); and "Supplementary Resources." (BT)

ED 463 216 SO 033 642

Wilson, John Dewar
Snapshots of Primary and Secondary Education in Asia-Pacific. Educational Innovation for Development.
PUB DATE- 01
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; Developing Nations; *Educational Change; *Educational Innovation; *Elementary Secondary Education; Foreign Countries; *Geographic Regions; Program Implementation; *Sustainable Development; Teacher Education

Resource Book and Student Text . Public Policy Debate in the Classroom. Choices for the 21st Century Education Program.
PUB DATE- 02
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Democracy; International Crimes; *Political Attitudes; *Public Policy; Secondary Education; *Simulation; Social Studies; Student Educational Objectives; *Terrorism; Violence
IDENTIFIERS- Political Cartoons; *September 11th Attacks; Terrorist Tactics

This curriculum material, part of a continuing series on current and historical international issues, addresses the issues arising from the September 11, 2001, attacks on the World Trade Center and the Pentagon. On the morning of September 11, 2001, as people watched in horror, terrorist attacks were successfully launched against the United States. The initial questions of who would execute such an attack and why were soon followed by other questions. This unit provides teachers and students with a thorough introduction to responding to terrorism and invites students to join in the debate. To prepare for the debate, the unit provides extensive background reading. The core framework is a unit of four policy options allowing students to consider a range of alternatives for U.S. policy toward terrorism. The teacher's resource book contains a day-by-day lesson plan and student activities. The lesson for Day One seeks to arrive at a working definition of terrorism through the use of case studies. Using political cartoons, Day Two offers students the opportunity to examine differing perspectives on the issues raised by September 11, 2001. Subsequent lessons feature a simulation where students assume the role of advocates for the four options. It concludes with students developing their own options and applying their views to hypothetical crises. An alternative three-day lesson plan is also included. Part one of the student text examines the historical origins and purposes of terrorism as well as its evolution over the years. Part two explores the content and context of Osama bin Laden's call to violence against the United States, including the politics of the contemporary Middle East. Students are confronted with the same questions facing U.S. policymakers: What are the potential threats against the U.S.? What is the best way to respond?; What must be done overseas? and What should be done here at home? The curriculum material provides four possible options for dealing with terrorism: (1) "Direct an Expanded Assault on Terrorism"; (2) "Support UN Leadership to Fight Terrorism"; (3) "Defend Our Homeland"; and (4) "Address the Underlying Causes of Terrorism." Supplementary documents and a list of nine supplementary resources are appended. (BT)

ED 463 236 SO 033 734

Blackadar, Andy
Shifting Sands: Balancing U.S. Interests in the Middle East. Teacher's Resource Book and Student Text . Public Policy Debate in the Classroom. Choices for the 21st Century.
PUB DATE- 02
NOTE- 98p.

Graduate Study; Higher Education; Multicultural Education; Preservice Teacher Education; *Teacher Collaboration
IDENTIFIERS- *Learning Circles

This paper details how a Learning Circle model provided faculty in a multi-program graduate department of education with a vehicle to reflect on their teaching, research practices, and the structure and design of their graduate programs. Through participation in the Learning Circle, faculty met weekly to discuss a common series of readings which explored contemporary issues of social theory and educational practice. The conversations of the Learning Circle provided the impetus for the department to articulate a "pedagogy of possibility," which informed the development of an overarching conceptual framework to guide its newly revised teacher and counselor education programs. The paper highlights the process of the Learning Circle, provides a list of the readings that gave rise to the discussions, and identifies critical perspectives that advanced-level education programs must address in order to meet the needs of teachers and children in the 21st century. (Author/SM)

ED 463 256   SP 040 548

Linek, Wayne M.; Fleener, Charlene; Fazio, Michelle; Raine, I. LaVerne; Dugan, Joann; Bolton, Patsy; Williams, Nina
Focusing on the Pre-K to Grade Four Literacy Learner in Professional Development Schools.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Educational Change; Elementary Education; Elementary School Students; *Faculty Development; Higher Education; *Literacy Education; Partnerships in Education; Preschool Children; Preschool Education; Preservice Teacher Education; *Professional Development Schools; Public Schools; *Reading Instruction; *Reading Skills
IDENTIFIERS- Reform Efforts

This paper discusses the collaborative planning, implementation, and assessment processes that are shifting the educational focus in public schools and teacher education programs from how teachers teach to how children learn. It emphasizes the second year of a 3-year grant, in which a university and public school district are attempting to improve student achievement, provide faculty development, and field base pre-service teacher education through implementing the Northwest Texas for Professional Development and Technology Program. The collaborative's vision of early childhood and elementary education is based on educational practices that are developmentally appropriate, value cultural and linguistic diversity, and recognize the social nature of learning. This paper describes the planning, demographics, impact on student achievement, impact of pre-service education on students, and impact of professional development on students in one school district. Snapshots of interviews with faculty, classroom observations, influence on individual schools, and district impact are provided. Keys to this effort's success include valuing all participants from day one, consistently giving all participants voice and choice, teaming, having administrators who are willing to empower all faculty members, and focusing on public school students and learning. (Contains 23 references.)

ED 463 276 SP 040 601

Fishbein, Susan; Osterman, Karen
Crossing Over: Learning the Roles and Rules of the Teacher-Administrator Relationship.
PUB DATE- 01
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Administrator Role; Elementary Secondary Education; *Internship Programs; *Interpersonal Relationship; Socialization; *Teacher Administrator Relationship; *Teacher Role

This study examined the role of the administrator education internship in perpetuating the gap in relationships between teachers and administrators. It explored the moral socialization that teachers in pre-service administrative preparation programs experienced while engaged in administrative internships, examining the messages that administrative interns received which perpetuated the gap. Nine diverse female administrative candidates provided data via written questionnaires, journals, pre- and post-internship interviews, and audiotaped internship seminar sessions. Using these data, information was gathered on anticipatory and pre-service socialization before, during, and after completing the three-semester internship. Data analysis indicated that during the internship, prospective administrators received powerful messages from teachers and administrators about the nature of their organizational role and the organizational rules governing the role behavior. The messages informed interns that administrators were expected to exercise control and rely on traditional bureaucratic strategies to do so. The use of these strategies was deemed necessary because teachers were subordinates, and thus passive, apathetic, and resistant to authority. Neither group trusted the other, communication was guarded, and they assumed that their relationship was adversarial and acted accordingly. Teacher-administrator relationships were defined along two dimensions (organizational relationships and personal relationships). (Contains 49 references.) (SM)

ED 463 277 SP 040 602

Richards, Janet C.; Morse, Timothy E.
"The Only Difference I See Is in Their Ability To Write": One Preservice Teacher's Thinking and Teaching Practices Offering Multiple Literacy Lessons to Students in Regular and Special Education.
PUB DATE- 01
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary Education; Field Experience Programs; Higher Education; *Learning Disabilities; *Literacy Education; Preservice Teacher Education; Reading Difficulties; Reading Skills; Self Esteem; Special Education; Writing Difficulties; Writing Skills

This intrinsic case study looks closely at one pre-service teacher in an early field program as she addressed the random permutations of the data. Results failed to reject the other two null hypotheses, suggesting each model was not unusual given random permutations of the data. (Contains 3 figures and 14 references.) (Author/SLD)

ED 463 295 TM 033 721

Trenta, Louis; Newman, Isadore; Newman, Carole; Salzman, James; Lenigan, David; Newman, David
Evaluation of a Teacher Mentoring Program Using a Mixed Methods Approach.
PUB DATE- 02
NOTE- 24p.; Paper prepared for the Annual Meeting of the Eastern Educational Research Association (25th, Sarasota, FL, February 27-March 2, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; Case Studies; Elementary Secondary Education; *Evaluation Methods; Focus Groups; *Mentors; Program Evaluation; *Teacher Evaluation; Teaching Experience
IDENTIFIERS- Mixed Method Evaluation; *Stakeholders

This paper reports on an evaluation of a unique 3-year program designed to support new teachers in a school district. The emphasis in the evaluation was on the participation of the multiple stakeholders in the evaluation process, which was endorsed by the teachers union, school district administrators, and entry-year teachers. The people who are the intended focus of the Teacher Evaluation Program (TEP) are referred to as interns. Interns are assisted by consulting teachers who are experienced teachers assigned to orient, help, and evaluate the interns. Consulting teachers receive specific guidelines and must complete reports at given times in the TEP process. The case study began with a six-person focus group to discuss the TEP program. A quantitative and qualitative questionnaire was developed and revised, and then sent to approximately 200 participants. Responses from all stakeholders supported the mentor-evaluation program. Some stakeholders were more positive than others, but everyone believed the program worked. There was a high degree of comfort in having the same consulting teacher serve in both mentor and evaluator roles. Participants thought that the TEP should not be applied to all participants in the same way; experienced teachers newly hired should not receive the same focus as novice teachers. Participants also objected to the amount of record keeping required. (Contains 15 references.) (SLD)

ED 463 296 TM 033 723

Dickinson, Wendy B.; Hall, Bruce W.; Craft, Angela J.
American Sign Language Video Project: Examples of Excellence in Performance Assessment.
PUB DATE- 02
NOTE- 32p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (25th, Sarasota, FL, February 27-March 2, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Sign Language; Course Content; Curriculum; Educational Innovation; Higher Education; *Performance Based

analyses. Results were encouraging, suggesting that most educational psychology research encounters at least moderate (d=0.50) effect sizes, with average power (0.73) that is increasing over that observed in 1969. However, with only 36% of educational psychology studies showing acceptable levels of power (0.80 according to Cohen), only 17% reporting effect sizes, only 8% reporting testing assumptions of statistical tests, and only 2% reporting power, there is still a great deal of room for improvement in the field. (Author/SLD)

ED 463 317 TM 033 749

Hussar, William J.
Projections of Education Statistics to 2011. Thirtieth Edition. Pocket Projections.
PUB DATE- 02
NOTE- 13p.; For the complete report, see ED 457 241. For the pocket projections to 2010, see ED 453 298.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Degrees (Academic); Educational Finance; *Elementary Secondary Education; *Enrollment Trends; Expenditures; High School Graduates; *Higher Education; Population Trends; Prediction; Private Schools; Public Schools; Research Methodology; *School Statistics; Tables (Data); Teachers; Trend Analysis
IDENTIFIERS- National Center for Education Statistics

Each year the National Center for Education Statistics publishes this pocket summary of the annual Projections of Education Statistics. The complete report contains information on projected enrollment and graduates, teachers, and public elementary and secondary school expenditures. This summary contains figures for 1988-1989, estimates for 1999-2000, and projections for 2010-2011, with information about the percent of change from 1988-1989 to 1999-2000 and from 1999-2000 to 2010-1011. Tables present data for these periods for: (1) population by age; (2) elementary and secondary enrollment in public and private schools; (3) high school graduates; (4) numbers of classroom teachers; (5) pupil/teacher ratios; (6) elementary and secondary education expenditures; (7) enrollment in degree-granting postsecondary education; and (8) earned degrees. Technical notes explain how the projections were calculated. (SLD)

ED 463 318 TM 033 750

Highlights from the 2000 Program for International Student Assessment (PISA).
PUB DATE- 02
NOTE- 13p.; For the complete report, see ED 462 449.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cross Cultural Studies; Foreign Countries; *International Education; *Learning Strategies; Literacy; Mathematics Achievement; *Reading Achievement; Science Achievement; Secondary Education; *Secondary School Students
IDENTIFIERS- *Organisation for Economic Cooperation Development

The Program for International Student Assessment (PISA) is a new system of international assessments that focus on 15-year-olds' capabilities in reading literacy, mathematics literacy, and science literacy. PISA, which is sponsored by the Organization

This report explains the growing evidence that investments in teacher knowledge are among the most productive means for increasing student learning. The creation of rigorous professional standards for teachers is one sign of progress in this area. However, new teaching standards will have little import for students, particularly the most vulnerable ones, if school districts continue to hire teachers who are unprepared and assign many teachers outside their fields of expertise. The report discusses whether it is possible to raise standards and have enough teachers. It describes recruitment initiatives to address the problems of teacher supply, demand, and the need to achieve greater equity in all students' access to high-quality teaching. It also examines variations in standards across states and discusses what states and school districts can do to raise teacher standards while equalizing teacher salaries, establish license reciprocity across states, and expand teacher education programs in high-needs fields. The report offers action steps for governors and state legislators as well as state boards of education, state education agencies, and professional standards boards. An appendix presents the basis for cost and attrition estimates. (Contains 10 charts and 28 references.) (SM)

ED 463 338 UD 034 851

Sells, Julia K.
Child Welfare Privatization: Reform Efforts in the States. Briefing.
PUB DATE- 01
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Adoption; *Child Welfare; Children; Federal Government; Federal Legislation; *Foster Care; *Privatization; State Legislation; *Welfare Reform
IDENTIFIERS- Arizona; California; Florida; Kansas; North Dakota

The number of children in foster care has nearly doubled in recent years. Despite reform efforts, the U.S. child welfare system is not increasing the number of children who get adopted. The federal government spends over $12 billion annually on child welfare programs, but the growing government bureaucracy has allowed the problems to worsen. The child welfare system receives government funding without concise performance and outcome standards. Without accountability, there is no incentive for states to ensure speedy adoption. Several states, including Kansas, made accountability a central focus of their restructuring plans. Accountability can be achieved through the establishment of financial incentives and standards for performance and outcomes. State human resources departments and/or community-based agencies must develop a permanency plan for children in foster care, allowing states to emphasize accountability among local providers. Recommendations for alleviating many nationwide problems with child welfare services include establishing accountability through financial incentives; removing onerous state and federal regulations; and allowing full privatization. The child welfare system requires fundamental state-level structural reforms, specifically in foster care and adoption services. Community action by nongovernmental agencies, in swiftly placing foster children into adoptive homes, may benefit children more than expanding government programs. (Contains 93 endnotes.) (SM)

ED 463 339 UD 034 852

Khosla, Renu
Community Based Information Systems for Education Management in Urban Areas.
PUB DATE- 01
NOTE- 11p.; Paper presented at the World Congress on Early Childhood Education (OMEP) (23rd, Santiago, Chile, July 30-August 4, 2001). Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Involvement; Computer Uses in Education; Elementary Secondary Education; Foreign Countries; *Poverty; *Urban Schools
IDENTIFIERS- India; Risk Reduction

Lack of education causes and is caused by poverty. In urban areas, it adds to the vulnerability of the poor, resulting in inaccessible schools and irrelevant curricula. Building urban communities and harnessing social capital can create an environment where the poor will have greater opportunities for making decisions that influence their lives. Empowered communities are better able to engage institutions in dialogue and articulate their needs to leverage an equitable share of city resources. City plans that integrate poor residents' requirements can mitigate the daily risks faced by the poor. This paper discusses the process of community building within the framework of an education enhancement program that includes a plan for reaching out to the poor in Delhi, India. It discusses various vulnerabilities that place the urban poor at risk, noting self-help strategies that communities have initiated to close the education gap. It describes a spatial information system built upon the Geographical Information System that has captured people's attention, particularly regarding education. Effectiveness of this management tool for addressing and monitoring poverty reduction in urban areas is examined, recommending an inclusive policy for poverty alleviation and suggesting the strategic framework necessary to alleviate urban poverty in partnerships with communities. (SM)

ED 463 359 UD 034 879

Reauthorizing TANF.
PUB DATE- 02
NOTE- 150p.; Published three times per year.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Day Care; Employment Programs; Family Health; Foreign Countries; Immigrants; Low Income Groups; Public Policy; Unwed Mothers; *Welfare Reform; Working Poor
IDENTIFIERS- *Temporary Assistance for Needy Families; United Kingdom; Welfare to Work Programs

This special issue focuses on the Temporary Assistance for Needy Families (TANF) program. The collection of articles includes: "Introduction: Reauthorizing TANF"; "The New Face of Welfare: From Income Transfers to Social Assistance?" (Thomas Corbett); "Welfare Then Welfare Now: Expenditures in Some Midwestern States" (members of the WELPAN Network); "Redefining a Case in the Postreform Era: Reconciling Caseload with Workload" (Rebecca Swartz); "Welfare Reform and Recession: Can the States Handle Both?" (Howard Chernick and Andrew Reschovsky); "Social Policy and the Macroeconomy: What Drives Welfare Caseloads?" (James P. Ziliak); "'Whatever We Have Been Doing': Policy Control over TANF" (Thomas Kaplan); "Welfare Reform: The

IDENTIFIERS- *Arrests

This report examines trends in violent crime from 1980-2000, analyzing what portion of the recent crime drop can be attributed to juveniles (under age 18 years) and young adults (ages 18-24 years). Data come from the Uniform Crime Reporting Program of the Federal Bureau of Investigation. Results indicate that the decline in youth violence, as measured by arrests of young people age 24 years and younger, was steeper than the decline in violent crime among older age groups. While young people helped generate the growth in violence before 1994, they contributed an even more disproportionate share to the decline in violence after 1994. New policies to regulate access to firearms, the growth of community policing, criminal justice innovations, and a combination of other factors contributed to this drop in violent crime. Juveniles accounted for 33 percent of the overall decline in violent crime arrests between 1994-2000, young adults accounted for 25 percent of the decline, and adults accounted for 42 percent of the total decrease. Juveniles and young adults combined were responsible for 32 percent of the increase in violent crime arrests between 1980-1994, but they accounted for 58 percent of the subsequent drop in arrests between 1994-2000. Most of the recent decline in violent crime was due to falling rates of violent crime among the young, confounding predictions that the increase in juvenile violence in the 1980s and early 1990s would continue unabated. (SM)

ED 463 379 UD 034 905

Concluding Report of the Special Child Welfare Advisory Panel .
PUB DATE- 02
NOTE- 17p.; For the other reports from the Special Child Welfare Advisory Panel, see ED 439 189 and ED 450 171.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Child Health; Child Safety; *Child Welfare; Family Programs; Foster Care; Foster Children; Government Role; Leadership; Local Government; *Social Services; State Government; *Urban Areas
IDENTIFIERS- *New York (New York); Reform Efforts

This document is the last in a series of reports issued by the Special Child Welfare Advisory Panel of the Annie E. Casey Foundation over the past 3 years. The Panel reviewed the operations of New York City's Administration for Children's Services and its efforts toward reform. The Panel was created as a mechanism by which parties to a lawsuit, Marisol v. Giuliani, were able to suspend their differences in favor of a more affirmative effort to work together to further child welfare reform in New York City. This report addresses the major challenges facing the new city administration and identifies strategies it can use to confront these challenges. It begins by examining the role of the mayor in supporting continued child welfare reform, proposing a series of steps to demonstrate continued commitment from City Hall to the child welfare reform effort. It goes on to review the fundamental strategies that must be pursued to create continued progress, examining what each strategy means in practical terms, why it matters, what has been accomplished in the past several years, and what remains to be done. After describing the role of some of the other key stakeholders (e.g., the state government) in this system, the report offers future advice for leadership and accountability in this effort. (SM) federal government, the state chancellor's office, and accrediting agencies. The PCCD serves the six cities in northern Alameda County. The ethnic composition of these cities varies from 35% African American and 24% White in Oakland, to 77% White and 16% Asian/Pacific Islander in Piedmont. In the fall of the year 2000, 30% of PCCD's enrollment was African American, 24% Asian/Pacific Islander, 12% Hispanic, 1% Native American, and 22% White. Students enrolled in Peralta colleges were most likely to be either traditional college age (19-24, 35%), or in their middle years (35-54, 23%). In the year 2000, district enrollment was 60% female and 39% male, compared with 58% female and 42% male in 1994. In addition, 25% of PCCD students were enrolled full time, with 63% of students enrolled in day classes. The goal of 27% of PCCD students was to transfer, 5% were aiming for a degree or certificate, 23% are learning job skills, 19% were attending for educational enrichment, 2% were attending to acquire basic skills, and 24% attend for other reasons. Includes numerous tables and figures. (NB)

ED 463 038   JC 020 273

Boggs, George Robert
An Evaluation of the Instructional Effectiveness of Part-Time Community College Developmental Writing Faculty.
PUB DATE- 84
NOTE- 190p.; Ph.D. Dissertation, University of Texas at Austin.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Adjunct Faculty; College Faculty; College Instruction; *Community Colleges; Educational Quality; Employment Level; *Freshman Composition; *Outcomes of Education; *Part Time Faculty; Part Time Students; *Teacher Effectiveness; Teacher Employment; Two Year Colleges

This 1984 study analyzes the performance of part-time faculty in community colleges in response to the trend toward increased utilization of part-time instructors. Part-time instructors, or part-timers, are most heavily used in community colleges, which represent the most market-sensitive segment of American higher education. The number of part-time teachers in American community colleges reached 140,000 in 1981, and these part-timers teach about 31% of the full-time equivalent contact hours. In publicly-funded community colleges, part-time faculty exceeded 58% of the total by the fall of 1982. Faculty organizations view this trend with alarm, questioning both the quality of instruction by their part-time counterparts, and the motives of administrators in employing them. However, studies based on student evaluations have not detected any significant differences in the quality of instruction delivered by part- and full-time instructors. Three national studies, on the other hand, have detected differences between part- and full-time faculty in characteristics and behaviors that are commonly regarded as influencing instructional effectiveness. This study examines the comparative effectiveness of part- and full-time instructors in terms of the instructional measures of student retention and grade achievement in a subsequent sequential course. Parallel studies conducted over 5- and 8-year periods found that part-timers were at least as effective as their full-time counterparts. (Contains 93 references, 38 figures, and 6 tables.) (NB)

ED 463 039   JC 020 274

instructional goals; (2) parental involvement; and (3) preschool services and education to facilitate transition to elementary school. The brief discusses considerations for each strategy and provides examples of innovative approaches. The brief concludes with a list of pertinent resources and organizations. (KB)

ED 463 058 PS 030 184

Lekies, Kristi S.; Cochran, Mon
Collaborating for Kids: New York State Universal Prekindergarten, 1999-2000.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.; Foundation for Child Development, New York, NY.
PUB DATE- 01
NOTE- 83p.; For a related early childhood program document, see PS 030 185.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Delivery Systems; Longitudinal Studies; *Preschool Children; *Preschool Education; Program Descriptions; Program Effectiveness; *Program Evaluation; Program Implementation; Program Improvement; State Programs
IDENTIFIERS- *New York; *Universal Preschool

This report examines the "Wave One" school districts in New York State as they expanded into the second year of Universal Prekindergarten (UPK). Through surveys with district UPK coordinators and analysis of final reports submitted to the state education department, information was gathered about the implementation, programming, and practices of the districts that began UPK in 1998-1999, the first program year of UPK, and continued into the 1999-2000 year. This report presents findings and provides recommendations to district planners and state officials regarding ways to enhance community planning and service delivery. Findings and recommendations are highlighted under six main topics: (1) universal access; (2) diversity; (3) collaboration among school districts, community-based programs, and families; (4) classroom practices; (5) teacher preparation and support; and (6) financing. Program successes and challenges are also detailed. When asked to identify UPK successes, survey respondents cited support from their district boards of education, working relationships with community-based providers, meeting the needs of children, and overall community support for UPK. Ongoing challenges were identified as inadequate funding levels, shortages of classroom sites, fund distribution procedures, and lack of transportation. The report's two appendices include an annotated bibliography of universal prekindergarten planning guides and materials on curriculum, assessment, and preschool education; and the survey instrument. (Contains 19 references.) (KB)

ED 463 059 PS 030 185

Lekies, Kristi S.; Heitzman, Emma H.; Cochran, Mon
Early Care for Infants and Toddlers: Examining the Broader Impacts of Universal Prekindergarten.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.; Foundation for Child Development, New York, NY.
PUB DATE- 01
NOTE- 41p.; For a related early childhood program document, see PS 030 184.

Education; Enrichment; Enrollment; *Extracurricular Activities; Music; Music Education; Music Teachers; Parent Child Relationship; Physical Activities; Physical Education; Physical Education Teachers; *Public Policy; *Reading Achievement; *Recreation; Well Being
IDENTIFIERS- *Arkansas; Boy Scouts of America; Girl Scouts of the USA; 4 H Clubs

This special Kids Count report examines the well-being of Arkansas' children, focusing on opportunities for children for arts education, physical education, and recreation; the report also links statistics on education and aesthetics with students' reading scores. The statistical portrait is based on 23 indicators of child well-being in six categories: (1) demography (number and percent of population under age 18); (2) technology (public-access computers in libraries); (3) commitment to aesthetics (arts education, physical education, extra curricular activities); (4) resources for public education (enrollment and per pupil expenditure); and (5) outcomes for children (children scoring at grade reading level). The report's introduction highlights the importance of a childhood enriched with opportunities in the arts and physical activities, describes the benefits of such enrichment for child well-being, and discusses the school's role and the public's role in providing access to aesthetic-enrichment programs and physical education. Following introductory remarks, the indicators are defined. The bulk of the report then presents information for each indicator for the state and for each county. The report notes that the unavailability of information on aesthetic programs was a major obstacle in compiling the report. Findings suggest the commitment of resources by local governments to aesthetic opportunities, while showing the possible academic outcomes for children based on their exposure to extracurricular activities. The report does not assert that the indicators are solely responsible for the outcomes but rather follows the posture of current research linking aesthetics to academic outcomes. Appended are tables delineating the indicators for each county. (KB)

ED 463 077 PS 030 217

Shobe, Yetunde A.
Too Few Visits to the Dentist? The Impact on Children's Health.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 02
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Health Care; *Child Health; *Children; Counties; *Dental Health; Dentists; *Prevention; Rural Urban Differences
IDENTIFIERS- Access to Services; *Arkansas; Indicators

Noting that although dental disease is preventable, dental decay is still the most common and costly oral health problem among children, this special Kids Count report presents information on oral health and the role of prevention and the problem of poor oral health in Arkansas. Included in the report is information on the obstacles in accessing oral health care in the state, noting that the problem is most pronounced in rural areas and for children in low-income families. State maps detail the number of licensed dentists for each county, the number accepting Medicaid payment, and the number of counties with communities having either natural or adjusted

Caregivers; Child Welfare; *Childhood Needs; *Children; Empowerment; *Evaluation; Evaluation Criteria; *Evaluation Methods; Evaluation Problems; Minority Groups; Models; Motivation; Needs Assessment; Parent Attitudes; *Parent Child Relationship; Parent Empowerment; Parent Participation; *Parents; Public Policy; Sexual Abuse; Social Workers
IDENTIFIERS- Ecological Perspective; *Special Needs Children

This book provides a comprehensive guide to recent development in the research and practice of assessing children in need. The book examines the policy framework for assessment, the process of assessment, and how to assess a child's developmental needs and the capacity of that child's parents and family to respond to those needs. Following an introduction, the chapters are: (1) "Assessing the World of the Child in Need: Background and Context" (Jan Horwath); (2) "Assessing Children in Need and Their Families: An Overview of the Framework" (Wendy Rose); (3) "Ecological Perspectives in Assessing Children and Families" (Gordon Jack); (4) "The Core Assessment Process: How To Synthesize Information and Make Judgements" (Margaret Adcock); (5) "Assessment of Parental Motivation To Change" (Jan Horwath and Tony Morrison); (6) "Empowering Children and Family Members To Participate in the Assessment Process" (Yvonne Shemmings and David Shemmings); (7) "Entering the Child's World: Communicating with Children To Assess Their Needs" (Anne Bannister); (8) "Assessing Children and Families Who Belong to Minority Ethnic Groups" (Nick Banks); (9) "Supervising Assessments of Children and Families: The Role of the Front Line Manager" (Rosemary Gordon and Enid Hendry); (10) "The Developmental Needs of Children: Implications for Assessment" (Harriet Ward); (11) "Promoting Positive Outcomes for Children in Need: The Assessment of Protective Factors" (Robbie Gilligan); (12) "Attachment" (David Howe); (13) "The Assessment of Children with Complex Needs" (Ruth Marchant); (14) "Young Carers: Needs, Rights and Assessements" (Chris Dearden and Saul Becker); (15) "Assessment Prior to Birth" (Di Hart); (16) "The Assessment of Parental Capacity" (David Jones); (17) "When Parents' Issues Influence Their Ability To Respond to Children's Needs" (Hedy Cleaver); (18) "Implementing the 'Framework for the Assessment of Children in Need and Their Families' When the Parent Has a Learning Disability" (David Cotson, Joanne Friend, Sheila Hollins, and Helen James); (19) "Assessing Parental Capacity When Intrafamilial Sexual Abuse by an Adult Is a Concern" (Marcus Erooga and Bobbie Print); and (20) "Young People Who Sexually Abuse: Implications for Assessment" (Bobbie Print and Marcus Erooga). Subject and author indexes are included. Each chapter contains references. (KB)

ED 463 095 PS 030 249

Brodie, Isabelle
Children's Homes and School Exclusion: Redefining the Problem.
PUB DATE- 01
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Change Strategies; *Child Welfare; *Educational Policy; Foreign Countries; *Foster Care; *Foster Children; Public Policy; Residential Care; Underachievement
IDENTIFIERS- *England

Focusing on the way marginalization or "exclusion" from school is

Council on Rural Special Education (ACRES) (22nd, Reno, NV, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Inclusive Schools; *Peer Teaching; Program Development; Recruitment; Regular and Special Education Relationship; *Severe Disabilities; Special Education; *Teacher Student Relationship; *Tutors; *Volunteers

Peer tutors can facilitate the inclusion of students with disabilities into regular education classrooms, especially in schools where money is not available for aides. The first steps in such a program are determining the best placements for students with disabilities and training the peer tutors. Training should cover expectations of peer tutors, typical characteristics of children with disabilities, specific knowledge and skills in working with their charges, handling bullies, and being diplomatic with difficult teachers. Holding peer tutors to a standard of knowledge and skills builds esprit de corps. Rewards for the tutors should be built into the program. These may include school credit, small weekly rewards, and larger rewards such as a day-long field trip at the end of each semester. Peer tutors can be recruited through personal contacts and referrals from school staff and counselors. When selecting peer tutors, remember that the qualities needed--perseverance, higher-order thinking, leadership, and willingness to stand firm against the odds--can be found in students other than those who are getting high academic scores and are in leadership positions in student organizations. Several people such as counselors and trusted students should interview and rate applicants to get a broader insight. The actions of peer tutors and their charges should be monitored, as well as the general school behavior of tutors. An appendix contains application and rating forms. (TD)

ED 463 113 RC 023 415

Cass, Mike; Cates, Dennis; Jackson, Cynthia W.; Smith, Michelle
Facilitating Adolescents with Disabilities Understanding of Area and Perimeter Concepts via Manipulative Instruction.
PUB DATE- 02
NOTE- 7p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, NV, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Area; *Geometric Concepts; *Learning Disabilities; *Manipulative Materials; *Mathematics Instruction; Secondary Education; *Special Needs Students; *Teaching Methods; Transfer of Training
IDENTIFIERS- *Geoboards

A study examined the effect of manipulative instruction on the acquisition and maintenance of perimeter and area problem-solving skills by students with learning disabilities in math. Three rural students with learning disabilities in mathematics in grades 7-10 participated in the study. All training was conducted daily for 15-20 minutes on a one-on-one basis by a system of least prompts to teach students with moderate disabilities to write letters within a secondary composition class setting; and acquisition of nontargeted information by students with disabilities in an inclusive classroom. Thirteen guidelines are presented for developing a collaborative research project in a rural setting. (SV)

ED 463 130 RC 023 432

Native American Program Initiatives at the College and University Level. Hearing before the Committee on Indian Affairs. United States Senate, One Hundred Seventh Congress, First Session on Addressing the Needs in Indian Country Pertaining to Native American Program Initiatives at the College and University Level.
PUB DATE- 01
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrator Education; *American Indian Education; *College Programs; Hearings; Higher Education; Leadership Training; *Management Development; Professional Education; *Research and Development; School Community Relationship; Tribal Government
IDENTIFIERS- Congress 107th; *Native Americans

A Senate committee hearing received testimony to showcase Native American program initiatives at the college and university level. Program representatives presented information on the characteristics and accomplishments of their programs. The Institute of Tribal Government at Portland State University (Oregon) provides intensive 3-day training programs designed specifically for elected tribal officials and is planning a Tribal Leadership Archive of tribal leaders' oral histories. The Harvard University Native American Program includes a predoctoral scholars program focused on Native issues, financial and social support for Native students, numerous Native Studies courses, research on real-world problems submitted by tribes, outreach to tribes, and nation building through inservice education for tribal leaders and professionals. The Harvard Project on American Indian Economic Development entails the comparative study of social and economic development on American Indian reservations and application of findings in service to tribes and tribal organizations. The Native Nations Institute for Leadership, Management, and Policy at the University of Arizona provides comprehensive professional training and development for tribal policymakers and managers. The University of Arizona also offers a Master of Laws program in Indigenous Peoples Law and Policy; faculty, courses, setting, and admissions criteria are described. The Northwest Indian Applied Research Institute at Evergreen State College (Washington) addresses Native community concerns. (SV)

ED 463 131 RC 023 433

Increasing the Number of Women Teachers in Rural Schools: A Synthesis of Country Case Studies, South Asia.
PUB DATE- 00
NOTE- 54p.; Produced by the Asia-Pacific Programme of Education for All (APPEAL) with funding from Japanese-Funds-in-Trust, Government of Japan.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Distances in Space"; and (4) "Review and Assessment." Appendices contain students sheets for other classroom activities and more useful information. (YDS)

ED 463 153 SE 065 783

Range, Shannon K'doah; Mullins, Jennifer
Gravity Probe B: Examining Einstein's Spacetime with Gyroscopes. An Educator's Guide with Activities in Space Science.
PUB DATE- 02
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; Middle Schools; *Physical Sciences; Relativity; *Science Activities; *Science Experiments; Science Instruction; Secondary Education; *Space Sciences
IDENTIFIERS- Telescopes

This teaching guide introduces a relativity gyroscope experiment aiming to test two unverified predictions of Albert Einstein's general theory of relativity. An introduction to the theory includes the following sections: (1) "Spacetime, Curved Spacetime, and Frame-Dragging"; (2) "'Seeing' Spacetime with Gyroscopes"; (3) "The Gravity Probe B Science Instrument"; and (4) "Concluding Questions of Gravity Probe B." The guide also presents seven classroom extension activities and demonstrations. These include: (1) "Playing Marbles with Newton's Gravity"; (2) "The Speed of Gravity?"; (3) "The Equivalence Principle"; (4) "Spacetime Models"; (5) "Frame-Dragging of Local Spacetime"; (6) "The Miniscule Angels"; and (7) "Brief History of Gyroscopes." (YDS)

ED 463 154 SE 065 785

Andrews, Angela Giglio; Trafton, Paul R.
Little Kids--Powerful Problem Solvers: Math Stories from a Kindergarten Classroom.
PUB DATE- 02
NOTE- 128p.; Foreward by Lilian G. Katz.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Classroom Research; Kindergarten; *Mathematics Education; Primary Education; *Problem Solving

This collection of stories from a teacher's classroom highlights the problem-solving potential of very young students if they are engaged and challenged from the beginning. Arranged by month of the school year, each of these 10 stories is a suggestion for a classroom lesson. Together the stories provide a comprehensive picture of what can be accomplished with young students: making sense of math is the focus of the teaching, and respecting children's thinking makes it possible. Among the themes recurring throughout the stories are the distinction between academic and intellectual goals, the real meaning of a "community of learners," the ability of even very young children to persist until they have resolved problems, and how teachers can satisfy National Council of Teachers of Mathematics (NCTM) principles and standards in mathematics while addressing children's needs and capabilities. At the end of each story is a section that focuses on the math involved

May 2, 2001. The content of the hearing focuses on the educational improvement of science education at the K-12 level and includes the following speakers' statements: (1) Representative Eddie Bernice Johnson, Ranking Minority Member, Subcommittee on Research, Committee on Science, U.S. House of Representatives; (2) Education Department Chair, Phil Sadler, Science Education Department, Director Harvard-Smithsonian Center for Astrophysics; (3) Eugene Carl Schaffer, Education Department, Chair, University of Maryland, Baltimore County; (4) David Garner, Urban Systemic Program, Director, Oklahoma City Schools, Curriculum and Instruction Department; and (5) Carl Parravano, Merck Institute for Science, Director. (YDS)

ED 463 177   SE 065 885

Gaeddert, Terri J.
Using Accelerated Math To Enhance Student Achievement in High School Mathematics Courses.
PUB DATE- 01
NOTE- 112p.; An Action Research Project presented in partial fulfillment of the requirements of the Master of Arts Teaching Program, Friends University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Algebra; *Computer Managed Instruction; *Computer Uses in Education; Geometry; High Schools; Mathematics Education; Student Attitudes
IDENTIFIERS- Pre Algebra

The purpose of this study is to compare the results achieved when a computer-managed learning program is used in high school mathematics classes with the results achieved when traditional teaching strategies are utilized. The control groups for Pre-algebra, Algebra 1, and Geometry received traditional classroom instruction. The intervention groups received individualized instruction as their progress through the predetermined objectives were assessed and managed using a computer software package. Following the pre-tests, 3 and a half months of treatment and post-tests, major differences were found. The intervention group showed significantly larger gains in achievement than the control group. Changes in student attitudes were also observed. Computer-managed learning systems appeared to be an effective method for teaching mathematics to high school students. Appended are: Student Surveys; Parent Surveys; Accelerated Math Teacher Survey (post); Parent Information Letter; Additional Pre- and Post-Test Statistics; and Additional Survey Results from Student, Parent, and Teacher Survey Responses. (Author/JDM)

ED 463 178   SE 065 886

Alshibli, Khalid
Using Space for a Better Foundation on Earth: Mechanics of Granular Materials. Educational Brief. Grades 5-8.
PUB DATE- 02
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; Gravity (Physics); Intermediate

provides extensive lists of online resources of catalogues/publishers, reviews/journals, fairy tales/folklore, awards, general online guides and resources, area-specific sites (Africa, India, Latin America, Russia, and Southeast Asia), human resources, and online lesson resources. (BT)

ED 463 197 SO 033 309

Worthey, Glen; Bourgoin, Stella, Ed.
Passport Project.
PUB DATE- 01
NOTE- 7p.; Lesson developed at the University of California-Berkeley, Office of Resources for International and Area Studies Summer Institute for K-5 Teachers and Librarians, "Cultural Representations in Children's Literature: Exploring Resources and Themes in Global Education" (July 30-August 3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; *Geography; Global Education; Grade 2; *International Studies; Primary Education; Small Group Instruction; *Social Studies
IDENTIFIERS- *Passports

This project introduces second-grade students to international studies by having them create a passport. Once the students have their passports, the teacher can then present lessons to small groups, discussing one foreign country per session. The teacher should begin with a traditional lecture giving pertinent facts about a country followed by group discussion. The students can then color an entry in their passports for the country discussed. The project provides detailed directions on how to make the passport and also contains sample materials. (BT)

ED 463 198 SO 033 587

Traill, David
Letters, Telegrams, and Photographs Illustrating Factors That Affected the Civil War. The Constitution Community: Civil War and Reconstruction (1850-1870).
PUB DATE- 01
NOTE- 22p.; Photographed source documents may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Civil War (United States); Letters (Correspondence); National Standards; Photographs; *Political Influences; Presidents of the United States; Primary Sources; Secondary Education; *Slavery; Social Studies; Student Research
IDENTIFIERS- *Lincoln (Abraham); National Civics and Government Standards; National History Standards; United States Constitution

Prior to and during the Civil War, the North and the South differed greatly in the resources they could use. Documents held by the National Archives can aid in understanding the factors that influenced the eventual outcome of the War Between the States. After Abraham Lincoln was elected President in 1860, the South seceded because they believed that Lincoln

IDENTIFIERS- *Asia Pacific Region; Development Education; UNESCO
In responding to the emerging challenges to education in Asia and the Pacific in this new century, this Asia-Pacific Programme of Educational Innovation for Development (APEID) book series, "Educational Innovation for Development," is launched to reflect a knowledge base of rethinking on roles of education in development. The series intends to disseminate innovative practices in undertaking education reforms on a local and systemwide basis. This book uses information from the Innodata databank of educational innovations. Based on 42 Innodata entries supplied by countries in the Asia-Pacific region from 1996-99. Projects from 14 countries are included in the book. Some of the projects have completed their work while others are at various stages of implementation. The innovations reported involve some form of curriculum or materials development and pre- or in-service teacher training. Section A contains two chapters: (1) "The 'Building Blocks' of Educational Innovation for Development in Asia-Pacific" (Philip Bergstrom); and (2) "Context and Strategies for Educational Innovation for Sustainable Development in Asia-Pacific" (John Dewar Wilson). Section B lists and discusses projects by country: Australia; Bangladesh; Cambodia; China; India; Laos; Malaysia; Maldives; Myanmar; Nepal; New Zealand; Pakistan; Philippines; and Thailand. (BT)

ED 463 217   SO 033 645

Middle Level Learning, 1999-2000.
PUB DATE- 00
NOTE- 98p.; Published three times a year as supplement to National Council for the Social Studies' journal "Social Education" published seven times a year. Issue 6 edited by Dan Rea and Robert L. Stevens.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Colonial History (United States); *Community Resources; *Economics Education; *Instructional Innovation; Interdisciplinary Approach; Intermediate Grades; Middle Schools; *Social Studies; *Teacher Developed Materials; Units of Study
IDENTIFIERS- *Whales
Intended for middle school social studies classrooms, this publication features articles that spotlight diverse and innovative learning activities. This document includes the three issues of the "Middle Level Learning" supplement published in 1999 and the three that were published in 2000. Articles and classroom activities highlighted in this volume are: "'Did They Actually, Really Believe This?' Authentic Medical Documents as a Window on the Past" (Julie Riley); "Acting out History: From the Ice Age to the Modern Age" (Denee J. Mattoli and Frederick Drake); "Shipwreck: Using Literature and Student Imagination to Teach Geography" (Donna Kay Mau); "What Is a Hero? Students Explore Their Conceptions of the Heroic" (Joseph O'Brien and Steven H. White); "Serious Fun in Social Studies for Middle Schoolers (Dan Rea); "'The War That Never Ended': Special Education Students Write History" (Diane Zigo); "Team Egypt! Integrating the Disciplines" (Amanda W. Greenwald); "Girls Can Be President: Generating Interest in Inclusive History" (Melinda Karnes); "Let Me Explain: Students as Colonial History Docents" (Linda L. Gesek); "Take a Break: A

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Foreign Countries; *Foreign Policy; *Geographic Regions; Global Education; *International Relations; Islam; Islamic Culture; Jews; Middle Eastern History; Middle Eastern Studies; Oil; *Public Policy; Secondary Education; *Simulation; Social Studies; Student Educational Objectives; Terrorism
IDENTIFIERS- *Middle East

This teacher's resource book and student text are part of a continuing series on current and historical international issues, placing special emphasis on the importance of educating students in their participatory role as citizens. For the U.S. population, the oil resources of the Persian Gulf, attachment to Israel, and fears about terrorism and the proliferation of weapons of mass destruction have made the Middle East an increasingly critical area of U.S. involvement. This curriculum unit analyzes the mix of interests and values that have drawn the U.S. into the Middle East. Students are asked to consider the principles and assumptions driving the U.S.'s presence there. At the core of the unit is a framework of four distinct options for U.S. policy toward the Middle East. The background reading prepares students to consider the complexities of the U.S.'s relationship with the Middle East. Part one surveys the history of the nation's involvement in the Middle East up to the Persian Gulf War. Part two examines the rise of political Islam and the critical issues that surfaced after the Persian Gulf War. The teacher's resource book contains a day-by-day lesson plan and student activities. It includes a study of U.S. policy during the final weeks of the Shah's rule over Iran; calls on students to assume the roles of key Middle Eastern leaders in evaluating U.S. impact on the Middle East; engages students in a simulation where they act as advocates for the four options; and has students apply their own recommendations for U.S. policy to three hypothetical regional crises. An alternative three-day lesson plan is also included. The student unit is divided into two parts: (1) "America's Role in the Middle East"; and (2) "Weighing U.S. Priorities in the Middle East." Four options are offered for students to explore in the unit: (1) "Police a Rough Neighborhood"; (2) "Keep Our Eye on the Prize"; (3) "Promote Western Values"; and (4) "Break Free of Entanglements." A supplementary reading and a list of nine other readings are attached. (BT)

ED 463 237 SO 033 737

Maryland Learning Outcomes: Maryland School Performance Assessment Program for Social Studies.
PUB DATE- 02
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Citizenship; Cultural Context; Economics; Educational Objectives; Elementary Secondary Education; Geography; Global Approach; History; Political Science; Public Schools; *Social Studies; *State Standards; Student Educational Objectives; *Student Evaluation
IDENTIFIERS- Maryland; *Maryland School Performance Assessment Program

(SM)

ED 463 257 SP 040 549

Walker Hopp, Carolyn
Developing the Capacity for Interactive Professionalism through Mentoring and Principle-Centered Action.
PUB DATE- 02
NOTE- 26p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; College Faculty; Faculty Development; *Instructional Leadership; *Mentors; Middle School Teachers; Middle Schools; *Partnerships in Education; *Teacher Collaboration
IDENTIFIERS- *Principles Approach; University of Central Florida

The work of mentoring educational professionals includes establishing strong models to help educators and potential education leaders define operating principles that guide their professional work. The University of Central Florida partners with several public schools in developing models of mentoring. Teaching faculty at the college work directly with public schools to mentor beginning teachers and renew those who serve as mentors. One partnership school, Horizon Middle School (HMS), focuses on mentoring in cohorts. The HMS mentoring model provides an example of how mentoring and principle-centered action converge in interactive professionalism. The process began with the establishment of a foundation of beliefs and guiding principles about teaching and learning. The HMS principle-centered action required dynamic leadership and committed faculty. HMS teachers and administrators worked together to develop operating principles. After revising several drafts, they adopted a final version. Five appendixes include: an overview of operating principles concept; HMS operating principles draft one; HMS operating principles drafts with input from faculty and staff; HMS operating principles final version; and HMS operating principles with defining statements. (SM)

ED 463 258 SP 040 550

Maylone, Nelson
Identifying Desirable Pre-Service Teacher Dispositions: An Intractable Problem?
PUB DATE- 02
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diversity (Faculty); *Diversity (Student); Elementary Secondary Education; Higher Education; *Personality Traits; Preservice Teacher Education; Student Teacher Attitudes; *Student Teachers; *Teacher Characteristics

This paper addresses the issue of student teacher dispositions, explaining that some colleges feel that it is important for complexities of supporting the literacy learning of a group of students in a class for learning disabled students and a group of students in a regular class setting. Data were collected through surveys, observation notes, dialogue journal entries, videotapes of lessons, and e-mail correspondence. The inquiry portrays the pre-service teacher as a reflective practitioner with high expectations for her students' success and a high level of control regarding her capabilities as a teacher. The research also illuminates the low self-esteem and inadequate reading and writing abilities of the students in the class for learning disabled students despite 2 years of systematic phonics instruction. Implications of the research relate directly to special education policies and practices and pre-service teacher programs. (Contains 61 references.) (SM)

ED 463 278 SP 040 606

Richards, Janet C.
Three Steps Forward, One Step Back: Two Preservice Teachers Learn To Teach in Consecutive, Field-Based Literacy Courses.
PUB DATE- 01
NOTE- 33p.; With Donna Brumfield.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary Education; Field Experience Programs; Higher Education; *Literacy Education; Methods Courses; Preservice Teacher Education; Student Teachers

This 9-month intrinsic case study followed 2 preservice teachers as they learned to teach literacy in 2 consecutive, field-based methods courses. Analysis of data from surveys, dialogue journals, observations, conversations, e-mail notes, and telephone conversations showed a recursive yet distinct hierarchical progression in the preservice teachers' professional knowledge and understanding. Results indicated that the preservice teachers attempted to modify their instruction in response to their week-by-week teaching dilemmas. The results support the efficacy of multiple field placements and suggest that preservice teachers are able to learn from their own teaching experience. The evolution of the preservice teachers' development as novice teachers extended well into the second semester of the program. The preservice teachers needed to learn how to manage groups of students, orchestrate reading comprehension strategies, choose appropriate literature, and link print-based lessons with computer technology. They did not recognize the importance of thoroughly planning and preparing lessons or the connections among teacher planning, teacher effectiveness, and student achievement until past the mid-point in the first semester. (Contains 55 references.) (SM)

ED 463 279 SP 040 607

Stough, Laura M.; Palmer, Douglas J.
Teacher Reflection: How Effective Special Educators Differ from Novices.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (80th, Kansas City, MO, April 18-21, 2001). Sponsored by the Office of Special Education Programs.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Assessment; *Student Evaluation; *Thinking Skills; Undergraduate Students; *Videotape Recordings

The purpose of this study was to investigate innovative performance assessments developed by the instructor in an American Sign Language (ASL) course at an urban undergraduate university. The performance assessments engaged students in higher order thinking skills as they demonstrated their learning. Course purpose, instructional objectives, curriculum content, performance assessment description, and scoring rubrics/procedures were analyzed to determine the congruence between course objectives and assessment, assessment and curriculum, and instructional methods and assessment. Students prepared videotapes of sentences in ASL as the first project, and then prepared videotapes about their own lives of approximately 30 sentences in ASL. Videotapes were graded on vocabulary, body expression, and setting (video) requirements. A review of the videotapes shows that they have many of the hallmarks of good performance assessment in that they represent the application, and not the mere acquisition, of knowledge. The criteria for success were shared with the student, and the exercise included a focus on feedback. Future research will study student perceptions of the performance assessment process. Three appendixes contain the ASL alphabet, transcripts of narrative sentences, and the course syllabus. (Contains 33 references.) (SLD)

ED 463 297 TM 033 724

Ediger, Marlow
Assessing State Mandated Tests.
PUB DATE- 02
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Achievement Tests; *Alternative Assessment; Elementary Secondary Education; Evaluation Methods; Standardized Tests; *State Programs; *Test Use; *Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress

State mandated tests are being implemented in the public schools, but states differ greatly in the complexity of their tests, making comparisons very difficult. States may have widely different definitions of what counts as proficient, and it is evident that state standards are set arbitrarily. It is also important to consider the relationship of state standards to the National Assessment of Educational Progress results as well as questions related to a potential national curriculum. Educators looking for alternative forms of student evaluation have suggested student portfolios, which might be used for state testing and measurement. Portfolios based on constructivist ideas provide information about student learning at an every day level. States that do depend on state mandated tests must be concerned with reliability and validity, and they must be sure to test meaningfully what students have had an opportunity to learn. (SLD)

ED 463 298 TM 033 725

Munby, Hugh; Versnel, Joan; Hutchinson, Nancy L.; Chin, Peter; Berg, Derek H.
Workplace Learning and the Metacognitive Functions of Routines.
PUB DATE- 02

for Economic Cooperation and Development (OECD), also measures general or cross-curricular competencies such as learning strategies. PISA will be implemented on a 3-year cycle that began in 2000. In the first cycle, PISA 2000, reading literacy was the major focus, with less attention given to science and mathematics literacy. In 2003, PISA will focus on mathematics literacy, and in 2006, the focus will be on science literacy. This brochure, based on the report "Outcomes of Learning: Results from the 2000 Program for International Student Assessment,". presents highlights of the U.S. results from PISA 2000. On the combined reading literacy scale, students in Canada, Finland, and New Zealand outperformed U.S. students, but U.S. students performed at about the same level as students in 19 other participating countries. For each of the three specific reading process subscales, U.S. scores did not differ from OECD averages. About one third of U.S. students performed at the two highest levels on the combined reading literacy scale. In both mathematics and science literacy, the U.S. average did not differ from the OECD average. Some information is also given about the attitudes of students toward reading and learning strategies. (SLD)

ED 463 319 TM 033 751

Li, Yuan H.
An Evaluation of the Construct Validity for the Multiple-Subject Testing Programs.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; *Construct Validity; Correlation; Elementary Education; *Elementary School Students; Performance Based Assessment; State Programs; Structural Equation Models; *Testing Programs; True Scores
IDENTIFIERS- *Comprehensive Tests of Basic Skills; *Maryland School Performance Assessment Program

The primary objective of this study was to examine the construct validity of two multiple-content testing programs, the multiple-choice Comprehensive Tests of Basic Skills (CTBS/5) and the performance-based Maryland School Performance Assessment Program (MSPAP), by evaluating the true-score longitudinal associations among multiple-content scores in one school. The CTBS dataset contained scores for 6,841 students with 5 content area scores on 2 grade-level tests. The first set for the MSPAP analyses contained scores for 6,326 students with 6 content area scores on 2 grade-level tests. For cross validation, the second dataset contained 6,547 students. Whether the true-score correlation between two time-period measures of the same content area was higher than the true score correlations with other content areas was evaluated. This criterion was achieved in two (Reading and Mathematics) of the five CTBS/5 content subtests, as well as one (Language) of the six MSPAP content subtests. The structural equation modeling was conducted with a multitrait-multimethod correlation dataset. The traits of Reading and Mathematics were assessed by MSPAP and the old version of the CTBS/4. Although convergent validity existed for these two measures, there was little evidence to support discriminant validity for both measures. (Contains 7 tables and 19 references.) (SLD)

Suarez-Orozco, Carola; Todorova, Irina; Louie, Josephine
The Transnationalization of Families: Immigrant Separations & Reunifications.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Spencer Foundation, Chicago, IL.; Grant (W.T.) Foundation, New York, NY.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the American Family Therapy Academy (23rd, Miami, FL, June 27-30, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Family (Sociological Unit); Family Status; *Immigrants; *Parent Child Relationship; Refugees
IDENTIFIERS- *Family Reunification; *Transnationalism

This study examined how children experienced immigrant separations when families migrated in a stepwise fashion. The study offers evidence that separation between children and one or both parents during the migratory process is common to a majority of immigrant children. Data came from the Longitudinal Immigrant Student Adaptation Study, which focused on parent and child interviews that examined respondents' backgrounds and included a follow-up child interview about the separation and reunification experience. Participants were recent immigrants from Central America, China, the Dominican Republic, Haiti, and Mexico. Participating youths ranged in age from 9-14 years at the beginning of the study. The vast majority of the children had been separated from one or both parents during the migration process. Chinese families tended to migrate as a unit, while Haitian and Central Americans experienced the most family disruption during migration. Separation from the mother only occurred much less frequently within the whole sample, though the total incidence of children separated from their mothers during the course of immigration was very high. Children who arrived as a family unit involving no separations from their immediate families were least likely to report depressive symptoms than were children who had experienced separation. Separation followed by reunification, after an initial period of disorientation, appeared to lead to an increased sense of closeness and intimacy in some families. (Contains 98 references.) (SM)

ED 463 340 UD 034 853

Bandow, Doug
Adopting Reform: The Need for Change in America's Family Court and Foster-Care System and a Survey of Reform Efforts. Briefing.
PUB DATE- 01
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Adoption; *Child Welfare; Children; Federal Government; Federal Legislation; *Foster Care; Juvenile Courts; Minority Group Children; *Privatization; State Government; State Legislation; Welfare Reform

As state governments realize that ignoring the child welfare status quo will victimize more children and increase state agencies' difficulties, they have begun implementing various reform ideas. Efforts to reform the family court system face many obstacles (turf battles among government agencies, inadequate numbers of attorneys, and lack of jurisdictional

Institutional Dimension" (Lawrence M. Mead); "Reauthorization and the Data Infrastructure: Can We Do Better This Time Around?" (Robert Moffitt and Michele Ver Ploeg); "Welfare Reform, Employment, and Advancement" (V. Joseph Hotz, Charles H. Mullin, and John Karl Scholz); "Promoting Self-Sufficiency: What We Know about Sustaining Employment and Increasing Income among Welfare Recipients and the Working Poor" (Melissa Wavelet and Jacquie Anderson); "The Role of Temporary Employment Agencies in Welfare to Work: Part of the Problem or Part of the Solution?" (David H. Autor and Susan N. Houseman); "Employers and Welfare Recipients: What Their Interactions Imply for Public Policy" (Harry J. Holzer); "Barriers to Employment and the 'Hard to Serve' Implications for Services, Sanctions, and Time Limits" (Sandra K. Danziger and Kristin S. Seefeldt); "Welfare Reform and the Vulnerability of Mothers with Intellectual Disabilities (Mild Mental Retardation)" (Sharon Landesman Ramey and Bette Keltner); "Responding to Changing Family Organization" (Maria Cancian and Daniel R. Meyer); "Unwed Parents: Myths, Realities, and Policymaking" (Irwin Garfinkel and Sara McLanahan); "Assessing the Influence of Welfare Reform on Child Welfare Systems" (Kristen Shook Slack); "Child Care for Low-Income Working Families" (Barbara Wolfe and Deborah Lowe Vandell); "Early Childhood Interventions: Knowledge, Practice, and Policy" (Arthur J. Reynolds); "Strengthening Families: An Agenda for TANF Reauthorization" (Shawn Fremstad and Wendell Primus); "Refreshing Reform: Ideas from British Welfare Strategy" (Robert Walker and Michael Wiseman); "Immigrants and Welfare Reauthorization" (Shawn Fremstad); and "Funding Issues in TANF Reauthorization" (Zoe Neuberger, Sharon Parrott, and Wendell Primus). (SM)

ED 463 360 UD 034 880

Promising Practices: How High-Performing Schools in Texas Get Results.
SPONS. AGENCY- Education Commission of the States, Denver, CO.; Meadows Foundation, Dallas, TX.
PUB DATE- 01
NOTE- 17p.; Also sponsored by Jenny Junkins Memorial Fund and Washington Mutual.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Disadvantaged Youth; Educational Improvement; *Educational Quality; Elementary Secondary Education; Minority Group Children; Public Schools; Teacher Collaboration; *Teacher Competencies
IDENTIFIERS- Texas

This booklet summarizes findings from Just for the Kids' recent examination of promising practices in Texas Schools. It focuses on those schools that served disadvantaged students yet had high performance over 3 years. The key focus of Just for the Kids is on the students. Schools break down the goals of school reform into manageable chunks, constantly reviewing individual data and examining what can be done for each child. Issues of teacher and teaching quality are critical, and the schools are very grounded in research-based instructional practices. Five strategies common to all of the high-performing schools are: take initiative, make no excuses, and strive for success; develop and execute a clear strategy for improvement; continuously assess progress and intervene immediately when students or teachers are struggling; make high-quality teaching and research-based instructional practice the top priority; and collaborate both inside and outside the schools. Descriptions

ED 463 380 UD 034 907

Cherlin, Andrew; Fomby, Paula; Angel, Ronald; Henrici, Jane
Public Assistance Receipt among Native-Born Children of Immigrants. Policy Brief. Welfare, Children & Families: A Three-City Study.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; Joyce Foundation, Chicago, IL.; Social Security Administration (DHHS), Washington, DC.; Woods Fund of Chicago, IL.; Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 01
NOTE- 11p.; Also supported by the Kronkosky Charitable Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Welfare; Children; *Immigrants; *Low Income Groups; Urban Areas; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Food Stamp Program; Illinois (Chicago); Massachusetts (Boston); Medicaid; Temporary Assistance for Needy Families; Texas (San Antonio); Women Infants Children Supplemental Food Program

The 1996 welfare reform law restricted immigrants' eligibility for public assistance, although many states have at least partially restored their eligibility. However, about three-fourths of the children of non-citizen immigrants were born in the United States and are therefore eligible for all government benefits. This brief examines whether native-born children of immigrant parents who have not themselves become citizens receive public assistance at the same level as comparable children of native-born parents. The sample is a 1999 survey of about 2,400 families in low-income neighborhoods in Boston, Massachusetts, Chicago, Illinois, and San Antonio, Texas. Results find that native-born children of non-citizen immigrants appear to be receiving less cash assistance (Temporary Assistance for Needy Families and Supplemental Security Income) in all three cities. Among the reasons native-born children of non-citizens do not receive cash assistance is the perception among some immigrants that receiving cash assistance will later be counted against them when their applications for citizenship are reviewed. In Boston and San Antonio, low-income families are receiving about as much in-kind assistance as other families (food stamps, Medicaid, and Women, Infants, and Children nutritional program). The implications of these findings are discussed. (Contains 22 endnotes and 4 figures.) (SM)

ED 463 381 UD 034 909

Hobbs, Beverly B.
Recruiting and Supporting Latino Volunteers.
SPONS. AGENCY- Cooperative State Research, Education, and Extension Service (USDA), Washington, DC.
PUB DATE- 00
NOTE- 13p.; A Pacific Northwest Extension Publication. Originally published as EM-8754, "Recruiting and Supporting Latino

Gau, Qi-Jian, Comp.
La Guardia Community College Institutional Profile, 2001.
PUB DATE- 01
NOTE- 86p.; Prepared by the Office of Institutional Research, Division of Information Technology, La Guardia Community College, The City University of New York. Compiled with Mei-Chan Chen, Devendra Rawal, and Rosemary Lujan.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Age; Basic Skills; Buildings; *College Faculty; Community Colleges; *Continuing Education; *Educational Facilities; Enrollment Trends; Minority Groups; *Outcomes of Education; Personnel; Profiles; School Funds; Sex; *Student Characteristics; *Student Educational Objectives; Student Records; Transfer Rates (College); Two Year College Students; Two Year Colleges
IDENTIFIERS- City University of New York La Guardia Comm Coll

This 2001 report is an institutional profile for LaGuardia Community College of the City University of New York. The report includes the following sections: (1) a student body profile; (2) enrollment profile; (3) measures of success (degree and graduation statistics); (4) adult and continuing education; and (5) institutional resources (information technology, faculty and staff, library, finances, grant awards, and space). Highlights from the student profiles category include the following: (1) the ethnic background of students at LaGuardia in the fall term of the year 2000 was 34% Hispanic, 16% Black/Non-Hispanic, 16% Asian or Pacific Islander, 14% White/Non-Hispanic, 0.2% Native American, 5% other, and 16% unknown; (2) 14% of year 2000 entering students planned to earn an associate's degree or certificate, while 86% had plans to obtain a bachelor's, master's, or higher degree; (3) 92% of first-time, degree-seeking students in the year 2000 needed preparatory work in at least 1 subject area; (4) 74% of entering students needed to take basic math; (5) the average 5-year rate for associate's degree attainment at LaGuardia was 25.7% (compared with the national average of 18.6%); (6) approximately 65% of academic year 1999-2000 graduates reported continuing their education in senior colleges within 6 months of graduation; and (7) the year 2000 employment rates of LaGuardia graduates averaged 51% over the past 5 graduating classes. A glossary of specialized terms used in report is appended. (NB)

ED 463 040 PS 030 069

Head Start of North Dakota, 2000-2001.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 01
NOTE- 39p.; For 1999-2000 report, see ED 451 924. Prepared by the North Dakota Head Start Association and the Head Start-State Collaboration Office Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Child Development; *Child Development Centers; *Client Characteristics (Human Services); Eligibility; Integrated Services; *Low Income Groups; Objectives; Preschool Children; Preschool Education; Program Content; Program Descriptions; Program Guides; Welfare Agencies; Welfare Services

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Day Care; *Preschool Children; *Preschool Education; Program Evaluation; *Program Implementation; *School Community Relationship; State Programs
IDENTIFIERS- *New York; *Universal Preschool

In 1997, New York State passed legislation implementing Universal Prekindergarten (UPK), a new educational program with the goal of providing a voluntary, high-quality preschool experience to all 4-year-olds and improving school readiness. One of the program requirements is that school districts contract out at least 10 percent of UPK funds to community-based providers such as child care centers. This study examined possible unanticipated consequences of UPK, especially those that could be detrimental to the overall system of early care for infants and toddlers. Information was collected through surveys and telephone interviews completed by child care resource and referral (CCR&R) agency directors and staff throughout the state, along with supplemental information from surveys conducted with district UPK coordinators. Findings and recommendations for enhancing the UPK program are highlighted under seven main topics: (1) CCR&R involvement in UPK implementation; (2) magnitude of potential UPK impact on infants and toddlers; (3) receipt of UPK funds; (4) perceived impacts on services to infants and toddlers; (5) competition for 4-year-olds; (6) community concerns; and (7) positive impacts. Findings indicated that the potential magnitude of UPK impact on infant and toddler programs was considerable. Concerns of widespread competition and loss of infant-toddler services did not appear to be warranted at the present stage of UPK implementation. It will be important to monitor possible impact of UPK on programs serving infants and toddlers in the future. CCR&R agency directors and staff identified several positive effects of UPK, especially better kindergarten preparation and greater recognition of the importance of early care and education. Concerns raised include lack of collaboration with community-based programs and the exclusion of family providers. (KB)

ED 463 060 PS 030 186

Children Entering School Ready To Learn: School Readiness Baseline Information, School Year 2001-02 by State and County.
PUB DATE- 02
NOTE- 161p.; For the 2000-01 Preliminary Report, see ED 450 920.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Child Health; Childrens Art; Comparative Analysis; Counties; Early Experience; Emergent Literacy; *Kindergarten Children; Language Skills; *Learning Readiness; Limited English Speaking; Physical Development; Preschool Education; Racial Differences; *School Readiness; Sex Differences; Social Development; Social Differences; Social Studies; Special Needs Students; *State Standards
IDENTIFIERS- Ethnic Differences; *Maryland; Mathematical Thinking; Scientific Thinking

As part of its efforts to improve services for children, birth to age five, the Maryland Joint Committee on Children, Youth, and Families charged the State Department of Education with identifying and implementing, by school year 2000-01, an early childhood assessment system that provides baseline information fluoridation. Statistics on the following oral health indicators are presented for Arkansas and for the nation as a whole: (1) sealant rate; (2) proportion of the population visiting the dentist in the past year; (3) fluoridation status; (4) proportion having professional teeth cleaning in the past year; and (5) dentists per person. The report notes that Arkansas' oral health indicators are slightly worse than their national indicators but considerably worse than the goals of Healthy People 2010. The problems of access to dental care and water fluoridation are discussed, and potential solutions to the oral health emergency are delineated. The report concludes with a description of a model program and acknowledgments. (Contains 25 endnotes.) (KB)

ED 463 078 PS 030 219

Dosser, David A., Jr., Ed.; Handron, Dorothea, Ed.; McCammon, Susan, Ed.; Powell, John Y., Ed.
Child Mental Health: Exploring Systems of Care in the New Millennium.
PUB DATE- 01
NOTE- 115p.; Co-published simultaneously as Journal of Family Social Work, Volume 5, Number 3, 2001.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Children; Cooperation; Emotional Disturbances; Empowerment; Helping Relationship; *Human Services; *Interdisciplinary Approach; Interprofessional Relationship; *Mental Health; Mental Health Programs; *Mental Health Workers; Models; *Professional Development; Service Learning
IDENTIFIERS- Spiritual Development; *Training Needs; Wraparound Services

Over the past decade, the care of children with serious emotional challenges has evolved toward a system of care encompassing a coordinated spectrum of services and supports responsive to child and family needs. This book is a collection of papers based on work at East Carolina University that examines elements of the system of care in relation to the training needs of practitioners to prepare them to work effectively within a collaborative and interdisciplinary system. The chapters are: (1) "Promoting Family Empowerment through Multiple Roles" (Susan L. McCammon, Sandra A. Spencer, and Barbara J. Friesen); (2) "In Quest of an Interdisciplinary Helping Process Framework for Collaborative Practice in Systems of Care" (John Y. Powell, Ashton Privette, Scott D. Miller, and James K. Whittaker); (3) "Words Can Be Powerful: Changing the Words of Helping To Enhance Systems of Care" (Lessie L. Bass, David A. Dosser, Jr., and John Y. Powell); (4) "Challenges of Providing Interdisciplinary Mental Health Education" (Dorothea Handron, John Diamond, and Joan Levy Zlotnik); (5) "Including Families' Spiritual Beliefs and Their Faith Communities in Systems of Care" (David A. Dosser, Jr., Angela L. Smith, Edward W. Markowski, and Harry I. Cain); (6) "Service Learning and Systems of Care: Teaching Students To Learn from Clients" (John H. Pierpont, Richard Pozzuto, and John Y. Powell); and (7) "The Complexities of Implementing a Wraparound Approach to Service Provision: A View from the Field" (Kaye McGinty, Susan L. McCammon, and Valerie Poindexter Koeppen). (Each chapter contains references.) (KB)

ED 463 079 PS 030 221

Haddad, Lenira

experienced by children in English foster/residential care and the professionals working with them, this book shows how a reflective understanding of the complex school exclusion process can be applied to both child welfare practice and policy. By drawing on the personal accounts of young people and on evidence gained by interviewing teachers, psychologists, social workers, and residential caregivers in three local authorities, it shows how exclusion from school is a pivotal process rather than a single event; exclusion has deep-rooted causes and long-term negative effects not just in terms of the individuals themselves but also for society as a whole. Along with such factors as ethnicity, gender, age, and geographical location, the book also shows how individuals, educational institutions, local authorities, and central government policy all have a role to play. It outlines the need for young people to have supportive relationships with caregivers and stresses the importance of collaboration between social work professionals in residential care and education professionals. Also highlighted is the practical significance of early intervention. Subject and author indexes are included. (Contains 317 references.) (HTH)

ED 463 096 PS 030 250

Maskew, Trish
Our Own: Adopting and Parenting the Older Child.
PUB DATE- 99
NOTE- 284p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adopted Children; *Adoption; *Adoptive Parents; Behavior Problems; Child Rearing; Clinical Diagnosis; Discipline; *Emotional Adjustment; Emotional Disturbances; Emotional Problems; *Parent Child Relationship
IDENTIFIERS- *Adoption of Older Children; International Adoption

Children adopted when they are older come with histories, fully formed personalities, and intense anger over what they have lost. Drawing on stories of families who have adopted older children, as well as research, interviews with professionals, and opinions of adults who were adopted as children, this book explores the joys and challenges of adopting an older child. It covers both domestic and international adoption, and adopting of children from preschool age through puberty. Topics covered include the following: (1) what parents wish their adoption agencies had told them; (2) what social workers wish adoptive parents would do; (3) adoptees' advice to adoptive parents; (4) building attachment; (4) preparing siblings for the new arrival; (5) dealing with school officials; (6) handling behavior such as tantrums and lying; (7) helping kids learn a new language; (8) recognizing grief in children; (9) birth families and cultural ties; (10) identity, control, and other lifelong issues of adoption; (11) symptoms of attention deficit disorder, posttraumatic stress, sensory integration dysfunction, and fetal alcohol syndrome; and (12) medical conditions such as hepatitis and parasites. A list of organizational print and online resources concludes the book. (Contains 78 references.) (HTH)

ED 463 097 PS 030 251

certified special education teacher using a geoboard. The procedures for teaching perimeter and area problem solving are detailed. None of the students could solve the problems presented to them during the baseline condition. With each intervention, there was a marked increase in problem-solving ability. Using the geoboard, the students reached performance criterion (at least 80 percent of problems solved correctly on 3 or more consecutive days) in the two types of problem solving after 5-7 days of practice. Maintenance checks performed in each of 3 consecutive weeks following treatment revealed that all students solved all area and perimeter problems correctly when using the geoboard. Immediately following Christmas vacation, the students were given four area and four perimeter problems and asked to solve them using only paper and pencil. They scored 90-100 percent. The findings revealed that the use of concrete manipulatives promotes the maintenance of skills. (Contains 16 references.) (TD)

ED 463 114   RC 023 416

Abernathy, Tammy V.; Agey, Teresa
Through Alice's Looking Glass: Studying Ourselves To Learn More about Our Students.
PUB DATE- 02
NOTE- 9p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, NV, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Accommodations (Disabilities); *Attitudes toward Disabilities; *Cognitive Style; Grade 8; Graduate Study; Higher Education; *Inservice Teacher Education; Learning Disabilities; Middle Schools; Personal Narratives; *Perspective Taking; Self Evaluation (Individuals); *Special Education Teachers; *Teacher Attitudes; Theory Practice Relationship; Transfer of Training
IDENTIFIERS- Self Awareness

A teacher of a graduate course in severe learning disabilities developed a guided self-study project designed to move her students from a vocabulary-laden understanding of disability to an understanding of their students' unique and complex ways of learning. Self-study activities included learning about one's own learning style and how that affected one's teaching style; reflecting on early learning experiences; exploring motivation problems by watching a movie that was distasteful; attempting to learn something that the participant had previously failed to learn; learning that although masks may be good coping mechanisms, they inhibit learning; becoming aware of the pervasiveness of self-deprecating statements as a coping mechanism among students with disabilities; and learning a new skill with no outside instruction from a person. These activities re-sensitized the graduate students, all of whom were teachers, to what it feels like to struggle to learn and achieve, and helped them realize there is no substitute for good teaching. One graduate student adapted some of the self-study activities for use with her eighth-grade students with learning disabilities. These students learned that it was their right and responsibility to let teachers know what accommodations they need to be successful. Some of them also realized that they had a responsibility to listen intently, ask

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Case Studies; Educational Needs; Educational Policy; Elementary Education; *Elementary School Teachers; Foreign Countries; Higher Education; Rural Education; *Rural Schools; Rural Women; *Teacher Education; Teacher Qualifications; *Teacher Recruitment; Teaching Conditions; *Women Faculty; *Womens Education

IDENTIFIERS- Bangladesh; India; Nepal; Pakistan

This report synthesizes case studies of women teachers in rural areas of Bangladesh, India, Nepal, and Pakistan. In each country, interviews and focus groups were conducted in selected states and districts with administrators and women teachers in rural elementary schools, as well as policymakers and community members. Following an introduction to the project in chapter 1, chapter 2 discusses why women teachers are important in rural areas and presents a comparative profile of female elementary teachers in the four countries, including numbers and percentages of women teachers, rural-urban differences, teacher qualifications, the level of training achieved by women teachers, and the nature and conditions of teacher employment. Chapter 3 reviews programs and policies that influence the availability of women teachers in rural elementary schools. These include: (1) teacher recruitment, eligibility criteria, selection, and placement; (2) preservice teacher education, residential secondary schools for rural girls, inservice professional development opportunities, and academic support and supervision; (3) promotional opportunities, special incentives for rural women teachers, condition of school facilities, housing and transportation issues, and support from community and colleagues; and (4) women teachers in nonformal and alternative schooling schemes. Chapters 4 and 5 summarize the problems and issues identified above and make recommendations. (SV)

ED 463 132 RC 023 434

Effective Learning Issues for Indigenous Children Aged 0 to 8 Years. Discussion Paper.

PUB DATE- 01

NOTE- 48p.; Produced by the MCEETYA Taskforce on Indigenous Education.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Standards; *Access to Education; Child Development; *Culturally Relevant Education; Demography; *Early Childhood Education; Educational Attainment; *Educational Needs; Foreign Countries; Indigenous Populations; Limited English Speaking; Parent Participation; School Community Relationship; *School Readiness; Young Children

IDENTIFIERS- *Aboriginal Australians; *Australia

An Australian national task force examined a number of areas related to achieving educational equality for Australia's Indigenous peoples. This paper looks at early childhood education and identifies issues that affect Aboriginal and Torres Strait Islander children. Chapters cover: (1) the national policy context, Indigenous educational attainment, and demographic data; (2) provision and access to various types of early childhood education and day care, and the low levels of participation by Indigenous families; (3) developmental and learning needs of children aged 0-8, continuing tension between early childhood practices and the primary school curriculum, and school readiness issues for Indigenous children; (4) cultural differences in Indigenous children's experiences prior and the mathematical reasoning of children. (MM)

ED 463 155 SE 065 786

The Boreal Virtual Forest. CD-ROM .
PUB DATE- 01
NOTE- 0p.; For a related CD-ROM about forests, see SE 065 777.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Computer Uses in Education; Elementary Secondary Education; *Forestry; *Instructional Materials; Optical Data Disks; Science Education; *Trees; Virtual Reality

This CD-ROM is an educational CD-ROM aimed at classroom audiences in 5th grade and above. Using QuickTime Virtual Reality (QTVR), the Boreal Virtual Forest is designed so that students are able to see views from inside the central hardwood forest and look up or down or spin around 360 degrees. The program allows students to become familiar with basic forestry techniques as well as practicing their tree identification on over 45 trees in the central hardwood forest region using an illustrated dichotomous key. Students can view the tree they are identifying and also move a branch of that tree in any direction to see all of the features. (MM)

ED 463 156 SE 065 789

Cesar, Margarida
Social Interactions and Mathematics Learning.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of International Mathematics Education and Society Conference (1st, Nottingham, United Kingdom, September 6-11, 1998). Data are part of the project "Interaction and Knowledge" supported by IIE, Instituto de Inovacao Educacional.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Cognitive Psychology; Elementary Secondary Education; *Interpersonal Relationship; *Learning Theories; *Mathematics Education; *Sociocultural Patterns
IDENTIFIERS- Vygotsky (Lev S)

In the 1970s W. Doise, G. Mugny and A.-N. Perret-Clermont underlined for the first time the essential role played by social interactions in cognitive development. Since then, many authors have been studying social interactions and their mediating role in knowledge apprehension and in skills acquisition. Inspired by L. Vygotsky's theory, many contextualized researches were conducted that showed social interactions, namely peer interactions, were a main facilitator factor for pupils' socio-cognitive development, both in performing their math tasks and in relation to their overall academic achievement in this subject. The contextualized studies also underlined the power of peer interactions in promoting pupils' social integration and participation. Interaction and Knowledge is a research-action project that was implemented in several math classes (5th to 11th grade) with the goal of promoting peer interactions in math classes as a

Grades; Junior High Schools; *Physics; *Science Activities; Science Education; Space Sciences
IDENTIFIERS- *Microgravity; National Science Education Standards; *Soil

This publication presents a science activity and instructional information on mechanics of granular materials, interparticle friction and geometric interlocking between particles which is a fundamental concept in many fields like earthquakes. The activity described in this document focuses on the principal strength of granular materials, specifically the liquefaction phenomena, which increases the risk factors in an earthquake. This phenomena is tested with the Mechanics of Granular Materials (MGM) experiment which is conducted under the microgravity of orbit to test sand columns. Concepts are discussed in terms of the National Science Education Standards. A brief glossary of terms and Internet resource list are also included. (YDS)

ED 463 179 SE 065 887

Alshibli, Khalid
Using Space for a Better Foundation on Earth: Mechanics of Granular Materials. Educational Brief. Grades 9-12.
PUB DATE- 02
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; Gravity (Physics); High Schools; *Physics; *Science Activities; Science Education; Space Sciences
IDENTIFIERS- *Microgravity; National Science Education Standards; *Soil

This publication presents a science activity and instructional information on the mechanics of granular materials, interparticle friction and geometric interlocking between particles which is a fundamental concept in many fields like in the study of earthquakes. This document describes the Mechanics of Granular Materials (MGM) experiments which are conducted under the microgravity of orbit to test sand columns. This information can be applied to engineering, agriculture and other industries to improve the Earth's foundation. These concepts are discussed in terms of the National Science Education Standards. Student activity worksheets, such as the "Laboratory Direct Shear Test Data Sheet," are provided. A brief glossary and list of related Internet resources are also included. (Contains 12 figures.) (YDS)

ED 463 180 SE 065 888

Valdez, Gilbert
Middle School Mathematics in Miami-Dade Public Schools: Reform and Technology Considerations.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Mathematics Curriculum; *Mathematics Education;

would restrict their rights to own slaves. They decided that secession was a better choice than to give up their economic system and their way of life. This lesson uses documents which illustrate the President's role as commander-in-chief of the military as specified in Article II, Section 2, of the U.S. Constitution. The lesson correlates to the National History Standards and to the National Standards for Civics and Government. It furnishes seven primary sources including letters, messages, telegrams, a photograph, and a sound recording of the last surviving Confederate veteran. The lesson provides historical background about the War Between the States, outlining the advantages and disadvantages of both the North and the South. It offers seven diverse teaching activities for implementation, such as brainstorming, a research and presentation activity, creative writing assignments, science and technology research, and an oral history assignment. Contains a written document analysis worksheet and a sound recording analysis worksheet. (BT)

ED 463 199   SO 033 589

Kelly, Kerry C.
Maps of Indian Territory, the Dawes Act, and Will Rogers' Enrollment Case File. The Constitution Community: The Development of the Industrial United States (1870-1900).
PUB DATE- 00
NOTE- 16p.; For other lesson plans on the development of the industrial United States, see SO 033 590-592.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; American Indians; *Government Role; *Laws; National Standards; *Primary Sources; Secondary Education; Social Studies; Student Research; Teacher Developed Materials; *United States History
IDENTIFIERS- *Congress; Dawes Allotment Act 1887; National Civics and Government Standards; National History Standards; Oklahoma; Rogers (Will); *United States Constitution

This lesson offers historical background on federal Indian policy from 1870 to 1900, focusing on the Dawes Act of 1887 (with two resources). It provides four primary source documents, including maps of Indian Territory (Oklahoma) and Will Roger's application for enrollment in the Five Civilized Tribes. The lesson relates to the powers granted to the U.S. Congress in Article I, Section 8, of the Constitution, related to making laws. The lesson correlates to the National History Standards and to the National Standards for Civics and Government. It suggests teaching activities for implementation in the classroom, such as brainstorming, map analysis and comparison, class discussion, document analysis, creative writing, artistic interpretation, and student research projects. Appended are the primary source documents and a map analysis worksheet. (BT)

ED 463 200   SO 033 590

Simmons, Linda
Petition Signed by Thomas A. Edison for Sunday Openings at the World's Columbian Exposition. The Constitution Community: The Development of the Industrial United States (1870-1900).
PUB DATE- 01
NOTE- 12p.; For other lesson plans on the development of the industrial United States, see SO 033 589-592.
LANGUAGE- English

Token Economy in Fifth Grade" (John M. Hall); "The Character of Their Content" (Tedd Levy); and "Foreword: The Great Irish Famine" (Maureen Murphy, Alan Singer, Maureen McCann Miletta, and Judith Y. Singer). Each issue includes classroom activities, student worksheets, project ideas, and a list of related teacher and student resources. (AA)

ED 463 218   SO 033 646

Parrini, Michelle
Access Denied: Should Youth Access to the Internet Be Regulated? A Resource Guide for Teachers.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 01
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; Censorship; *Freedom of Speech; *Internet; Law Related Education; *Legal Problems; Secondary Education; Social Studies; Student Educational Objectives; *Youth
IDENTIFIERS- First Amendment; Government Regulation; Judicial Review; Legal History; *New Media; Supreme Court

Much of the current public discussion in the United States about the Internet and speech rights focuses on the array of materials (particularly sexually explicit materials) that are available on the Internet, the effect of exposure to them on youth development, and whether the material should be regulated. In exploring questions about youth access to materials on the Internet, students learn that the general objective of law is to balance the interests of the state with the interests of the individual in the interest of some greater public good. They also learn how the law seeks to protect minors, regulates indecent speech, and has historically treated indecent and obscene speech. This resource guide offers an overview of the way the law has reviewed two classes of speech most relevant to the contemporary discussion of Internet obscenity and decency. The guide is divided into: (1) "How To Use This Resource Guide" (Learning Objectives; Organization of Guide); (2) "Permissible and Impermissible Speech" (First Amendment; Law and Cultural Concerns); (3) "New Media and Youth" (Media Impact on Youth; Internet Filtering; Comics and Movies); (4) "Indecent and Obscene Speech" (Nineteenth-Century Law; Comstock Law; Hicklin Standard; Early Twentieth-Century Law); (5) "U.S. Supreme Court" (Roth: First Contemporary Obscenity Tests; Contradictory Decisions; Pornography); (6) "Internet Speech" (Communications Decency Act of 1996; District Court Decision; U.S. Supreme Court Decision); and (7) "Child Online Protection Act of 1998" (Circuit Court Decision; Future for COPA). Chapters include notes. Attached are a timeline of relevant Supreme Court cases; online lessons, strategies, and teaching activities; lists of additional resources; and terms and vocabulary. (BT)

ED 463 219   SO 033 655

Reviews of National Policies for Education: Lithuania. Education and Skills.
PUB DATE- 02

This document outlines six learning outcomes for social studies students in grades PreK-8 in Maryland schools: (1) "Social Studies Skills" (students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources); (2) "History" (students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States, and the world); (3) "Geography" (students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time); (4) "Economics" (students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world); (5) "Political Systems" (students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the founding documents of the United States and the democratic skills and attitudes necessary to become responsible citizens); and (6) "Peoples of the Nations and the World" (students will understand the diversity and commonality, human interdependence, and global cooperation of the people of the United States and the world through a multicultural and historical perspective.) (BT)

ED 463 238   SO 033 738

Government. Maryland High School Assessment.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Civics; High School Students; High Schools; Multiple Choice Tests; *Political Science; Public Schools; Student Evaluation; *United States Government (Course)
IDENTIFIERS- *Maryland

This document is a mostly multiple choice test for content given to Maryland high school students enrolled in a government course. The test is divided into 2 sessions, with 25 questions in session 1 and 56 questions in session 2. The multiple choice questions are designated as selected response questions. Other constructed response questions require a written answer. (BT)

ED 463 239   SO 033 739

Social Studies Basic Concepts.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Benchmarking; Civics; Economics; Elementary Secondary Education; Geography; History; Public Schools; *Social Studies; *State Standards; Student Educational Objectives

student teachers to possess certain dispositions. The paper notes that a positive teacher disposition is necessary but not sufficient, proposing that colleges establish dispositions committees to broadly assess individual preservice teachers' dispositions. The paper explains that using strict checklists of desired disposition traits is not an appropriate method of screening candidates, and it can be very difficult to define terms on that checklist. It suggests that school students may be shortchanged if they only are taught by dispositionally acceptable teachers, explaining that attempting to produce lists of dispositions might be interpreted as attempts to produce a cadre of "correct" individuals (which contradicts the claim that diversity is respected and embraced). The paper notes that the task of evaluating dispositions is complex and fraught with pitfalls. It presents a list of 21 key pre-service teacher dispositional questions that must be tackled before any proposals can be submitted (e.g., the definition of disposition, whether student teacher disposition should be addressed at all, and level of dispositional tolerance). (SM)

ED 463 259   SP 040 551

Capraro, Robert M.; Capraro, Mary Margaret; Parker, Dawn; Kulm, Gerald; Raulerson, Tammy
Conventional Wisdom Is Wrong: Anyone Cannot Teach and Teachers Are Not Born.
PUB DATE- 02
NOTE- 34p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *High Stakes Tests; Higher Education; Knowledge Base for Teaching; *Mathematics Instruction; Methods Courses; *Pedagogical Content Knowledge; Preservice Teacher Education; State Standards; Student Teacher Evaluation; Student Teachers; *Teacher Certification; Teaching Skills
IDENTIFIERS- Teacher Knowledge

This paper outlines the nexus between developing pedagogical content knowledge and the pressures for preparing pre-service teachers to be successful on high stakes testing. Increasing expectations about what students should know and be able to do, breakthroughs in research on how children learn, and the increasing diversity of the student population have significantly influenced the knowledge and skills teachers must have to meet educational goals for the 21st century. In mathematics undergraduate education, how pedagogical awareness is taught should relate to deeper and broader understandings of mathematical concepts for preservice teachers. A study was conducted with 193 students enrolled in their senior integrated methods block in the semester prior to beginning their student teaching. In an attempt to determine the effectiveness of the mathematics teacher preparation program, during the last week of their mathematics methods class, the students completed two assessment measures which examined their mathematics pedagogical content knowledge. Questions mirrored the pedagogical content questions on the state mandated teacher certification exam. Results indicated that previous mathematics ability was important to student success on all portions of the state mandated teacher certification exam. (Contains 30 references.) (SM)

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Decision Making; Elementary Secondary Education; Prior Learning; *Special Education Teachers; Student Behavior; Student Characteristics; Student Teachers; Teacher Collaboration; Teaching Experience; Teaching Methods
IDENTIFIERS- *Experienced Teachers; Reflective Thinking

This study compared the instructional decision-making of expert and novice special educators in familiar instructional settings, investigating whether they differed in how they allocated attention to different instructional themes in the classroom. Participants were 38 expert special educators and special education student teachers. Student teachers completed an initial survey about their teaching experiences and knowledge of their assigned student teaching classroom. Expert teachers completed interviews about classroom experiences and teaching philosophy. Videotapes and observations were made of teachers instructing their students within the classroom. A stimulated recall procedure obtained teachers' reflections about the videotaped instructional sequence. A second interview was conducted at the end of the stimulated recall sessions and after preliminary coding. Results indicated that reflections among both groups included references to students' prior knowledge, preferences, behavioral patterns, learning ability, emotionality, and diagnostic categories. Experts reflected significantly more often than novices in several categories, focusing significantly more often on students' prior knowledge and typical behavior. Teachers strategically and reflectively applied various instructional interventions based on teacher background knowledge and information they gathered during instruction. Experts displayed significantly more comments about instructional strategies and collaboration/consultation than did novices. (Contains 30 references.) (SM)

ED 463 280 SP 040 609

Scott, Neil H.
Mentoring New Teachers: A Report on the 2001 Beginning Teacher Induction Program in New Brunswick.
SPONS. AGENCY- New Brunswick Dept. of Education, Fredericton (Canada).
PUB DATE- 01
NOTE- 50p.; Written with assistance from Hitesh Mirchandani. Funding also provided by the New Brunswick Teachers' Association. For the 2000 version of this report, see ED 450 081.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Beginning Teacher Induction; Beginning Teachers; Elementary Secondary Education; Foreign Countries; *Mentors; Program Effectiveness; Teacher Attitudes
IDENTIFIERS- New Brunswick

For the sixth consecutive year, the New Brunswick Department of Education, New Brunswick Teachers' Association, and University of New Brunswick organized the Beginning Teacher Induction Program (BTIP) in 12 Anglophone school districts. Beginning teachers were paired with experienced teachers who mentored them throughout the year. This report presents data from surveys of beginning teachers, mentors, principals, and district coordinators. Over half of the beginning teachers were recent university graduates. Nine district coordinators took on

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). "From the program of research, Co-operative Education and Workplace Learning (Hugh Munby, Nancy L. Hutchinson, Peter Chin, Investigators) funded by the Social Sciences and Humanities Resource Council of Canada."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Learning; *Learning; Learning Theories; *Metacognition
IDENTIFIERS- *Daily Routines; *Workplace Learning

This paper makes the case that a theory of how one learns in the workplace is incomplete without attention to the metacognitive functions of routines. Results of a program of research on cooperative education and work-based learning suggest that working knowledge is qualitatively different from the knowledge of school, being action knowledge, and more procedural. The paper reviews the research literature relevant to workplace knowledge and learning, metacognition, and routines. Data from research projects focusing on routines are also reviewed. The first studies were detailed ethnographic studies of high school students in co-op education workplace settings, and the second set of studies included observations and interviews in widely differing work settings. These studies were the foundation of the instructional theory of the metacognitive functions of routines. The paper concludes by showing how an instructional theory based on the metacognitive functions of routines is consistent with current research on workplace knowledge and learning. (Contains 75 references.) (SLD)

ED 463 299 TM 033 726

Harwell, Michael; Serlin, Ronald C.
An Empirical Study of Eight Nonparametric Tests in Hierarchical Regression.
PUB DATE- 02
NOTE- 39p.; Paper prepared for the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; Computer Simulation; Data Analysis; Mathematical Models; *Nonparametric Statistics; *Regression (Statistics)
IDENTIFIERS- Confidence Intervals (Statistics); *F Test; *Hierarchical Analysis

When normality does not hold, nonparametric tests represent an important data-analytic alternative to parametric tests. However, the use of nonparametric tests in educational research has been limited by the absence of easily performed tests for complex experimental designs and analyses, such as factorial designs and multiple regression analyses, and limited information about the properties of these tests for realistic data conditions. Efforts to remedy this deficiency have begun with the introduction of general linear model-based nonparametric tests. The results of a computer simulation of the properties of several of these tests in hierarchical regression analyses indicated that, on balance, the top-performing test for the nonnormal distributions studied was the McKean-Hettmansperger F-test (J. McKean and T. Hettmansperger, ED 463 320 TM 033 752

Kennedy, Charlotte A.
The Sampling Distribution and the Central Limit Theorem: What They Are and Why They're Important.
PUB DATE- 02
NOTE- 20p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 14-16, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Research; Hypothesis Testing; Research Methodology; *Sampling; Statistical Distributions; *Statistical Significance
IDENTIFIERS- *Central Limit Theorem

The use of and emphasis on statistical significance testing has pervaded educational and behavioral research for many decades in spite of criticism by prominent researchers in this field. Much of the controversy is caused by lack of understanding or misinterpretations. This paper reviews criticisms of statistical significance testing and discusses concepts related to the sampling distribution and the central limit theorem and the role these concepts play in statistical significance testing. Statistical significance testing should not be used as the sole basis for analyzing hypotheses of scientific inquiry, but it can be an effective tool when used with good judgment. (Contains 22 references.) (SLD)

ED 463 321 TM 033 753

Michlin, Michael; Seppanen, Patricia; Sheldon, Timothy
Charting a New Course: A Study of the Adoption and Implementation of Standards-Based Mathematics Curricula in Eight Minnesota School Districts. Final Report to SciMath MN , Fall 2001.
PUB DATE- 01
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Curriculum Development; Elementary Secondary Education; *Mathematics Instruction; Profiles; *Program Implementation; *School Districts; *State Standards
IDENTIFIERS- Impact Evaluation; *Minnesota

The Center for Applied Research and Educational Improvement at the University of Minnesota has been working with SciMathMN to conduct a multi-year study of the implementation and impact of standards-based mathematics curricula in Minnesota in several district settings. Phase 1 of the study began in fall 2000 and continued through the 2000-2001 school year. The focus of this phase was the curriculum adoption process and the early implementation of these curricula. Eight Minnesota school districts, each of which has adopted a standards-based mathematics curriculum, participated in the study. Within each district, two schools served as case study sites. District profiles were prepared based on information from interviews with district and building staff, a survey of all implementing teachers of mathematics (n=437), and observation in 30 selected classrooms. Key findings are grouped into these areas: (1) curriculum review and adoption process; (2) early implementation processes; (3) attitudes, behaviors, and uniformity). Nonetheless, some significant state reforms are occurring, including expanding the jurisdiction of juvenile courts, streamlining motions and petitions, expediting appeals, and setting time limits on temporary foster care placements. States have been acting under existing law to transform virtually every aspect of family court as applied to foster care. Most jurisdictions are working to improve the quality of judicial personnel handling juvenile and foster care cases. Several states are emphasizing better use of technology to monitor compliance with state and federal laws, collect data, generate notices and orders, and schedule, track, and manage cases. Many jurisdictions are also addressing such issues as better communication and cooperation among different organizations and disciplines. A combination of better laws, more efficient delivery of social welfare services, expanded private sector role, improved court processes, and expanded community cooperation can protect endangered children, compassionately repair fractured homes, and quickly place children in permanent, loving homes. (Contains 475 endnotes.) (SM)

ED 463 341 UD 034 854

Briggs, Xavier de Souza
Community Building: The New (and Old) Politics of Urban Problem-Solving in the New Century. Faculty Research Working Paper Series.
PUB DATE- 02
NOTE- 26p.; Paper presented as a public lecture for the Annual Robert C. Wood Visiting Professorship in Public and Urban Affairs (2nd, Boston, MA, September 27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Development; Decentralization; Governance; Housing; Immigration; Low Income Groups; Political Issues; *Problem Solving; Social Capital; Suburbs; *Urban Areas
IDENTIFIERS- Global Economy; Population Aging; Social Policy

This paper outlines major trends affecting both the nature of urban problems and the shape of much public interest problem-solving in the urban United States. Trends affecting cities and regions include the continued suburbanization of jobs, wealth, and political power; the evolution of a skill-intensive and networked global economy in which competitiveness is ultimately tested at the regional level; the decentralization of governance--including the devolution of key aspects of social policy to states and localities and deeper cultural demands that power be shared, that traditional authority and expertise are illegitimate; the marketization and nonprofitization of public responsibilities; and massive demographic change, in particular, the so-called "graying" and "browning" of America. Beyond a great deal of patience and courage, problem-solving in this context calls for specific civic skills--a reinvention of what de Tocqueville, in his landmark study of democracy in America 150 years ago, termed "the art of combining." Most urgent are the skills needed to confront five broad, recurrent challenges: learning together, organizing and shaping interests, seeking agreement and managing conflict, planning and deciding together, and producing together. (Contains 28 footnotes.) (Author/SM)

ED 463 342 UD 034 855

of sample elementary schools are included. (SM)

ED 463 361 UD 034 883

Perry, Pamela
Shades of White: White Kids and Racial Identities in High School.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 02
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Awareness; Diversity (Student); *Ethnicity; High School Students; High Schools; *Racial Identification; Student Attitudes; *White Students

This book discusses what it means to be young, American, and white at the dawn of the 21st century. Through ethnographic research and interviews with students in two demographically diverse high schools (one suburban and predominantly white, and one urban, multiracial, and minority white), the book shares students' candor about race and self-identification. It examines the meanings students attach to their social lives and everyday cultural practices, showing that the ways white students define white identity are not only markedly different between the two schools but are also considerably diverse and ambiguous within the two schools. For example, white students at the suburban school take their whiteness for granted and do not see themselves as having a particular culture. However, white students at the urban school, where they are in the minority, think much more critically about their whiteness and are inclined to see themselves as having a culture that stems from that whiteness. Throughout the book, quotes from students about race show how they have confronted their feelings about race out loud, often for the first time. (Contains approximately 280 references.) (SM)

ED 463 362 UD 034 884

Title I: What's Happening at the School District and School Building Level. Hearing before the Committee on Education and the Workforce. House of Representatives, One Hundred Sixth Congress, First Session.
PUB DATE- 99
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; Black Students; *Compensatory Education; *Disadvantaged Youth; Elementary Secondary Education; Hearings; *High Risk Students; Immigrants; Literacy Education; Minority Group Children; *Poverty; Public Schools; Reading Instruction; Urban Schools
IDENTIFIERS- African Americans; Congress 106th; *Elementary Secondary Education Act Title I; Florida

This Congressional hearing included presentations from several Title I educators and administrators who provided information on what Title I really looks like at the local level and what special challenges they face. Statements were made by a Florida elementary school principal, a Pennsylvania school superintendent, the Coordinator for Title I Migrant Education and Special Education Programs, the President-elect of the National Alliance of Black School Educators, and the Chief of the Child Development and Behavior Branch, National Institute

Volunteers."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Involvement; Cultural Awareness; *Hispanic American Culture; *Hispanic Americans; *Volunteers
IDENTIFIERS- Latinos; Oregon; *Volunteer Recruitment; *Volunteer Retention

This booklet is intended to help volunteer recruiters better understand characteristics of the Latino community that might impact volunteering. It also suggests strategies or steps to use in successfully recruiting and supporting Latino volunteers. Information is based on a study of Latinos and volunteerism conducted in Oregon in 1999. The majority of data gathered referred to Latinos who were relative newcomers or second generation and of Mexican origin, characteristics shared by most of Oregon's Latinos. The booklet discusses the following: how Latinos view volunteering, whether Latinos volunteer, the challenge for organizations, connecting with the Latino community, choosing outreach staff, introducing the organization's mission and goals, identifying potential volunteers, inviting participation, supporting volunteers, and recognizing volunteers. Sidebars provide strategies for building relationships and trust with the Latino community and for recruiting, supporting, and recognizing volunteers. Information on the Oregon study is appended. (SM)

ED 463 382 UD 034 910

Fuguitt, Glenn V.; Fulton, John A.; Beale, Calvin L.
The Shifting Patterns of Black Migration from and into the Nonmetropolitan South, 1965-95. Rural Development Research Report.
SPONS. AGENCY- Wisconsin Univ., Madison. Center for Demography and Ecology.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD. Center for Population Research.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Blacks; Educational Attainment; *Migration Patterns; Population Distribution; Poverty; *Rural Areas; Rural to Urban Migration; Socioeconomic Status; Suburbs; Urban Areas; Urban to Rural Migration; Urban to Suburban Migration
IDENTIFIERS- *United States (South)

This report measures the amount of black migration from and to the nonmetropolitan parts of the United States south from 1965-70 and 1990-95. It considers trends both within the south and with the rest of the nation. For perspective, comparisons are made with the movement of the non-black population, more than 90 percent of which is white. In the period between 1965 and 1995, black migration from the nonmetropolitan (rural and small-town) south to places in the north and west declined significantly, shifting instead mostly to the metropolitan south. This outmovement, in turn, became offset by migration of blacks into (or back to) rural districts from metropolitan areas. Net population loss is still evident in areas of the western nonmetropolitan south that have significant proportions of blacks, but not in the eastern south. Migration lowered the education level of the nonmetropolitan black population

IDENTIFIERS- Early Head Start; *North Dakota; Program Characteristics; *Project Head Start

The Head Start and Early Head Start programs are comprehensive child development programs, serving children from birth to age five, expectant mothers, and families with the goal of increasing the social competence of children in low-income families and children with disabilities, and improve their chances of success in school. This report describes the objectives of Head Start, Early Head Start and related early child development programs in North Dakota, including the Head Start Association, and the Collaboration Office. The report presents information on the Head Start administration in North Dakota, and describes program options and program elements such as current eligibility criteria, health services, education, parent involvement, family services, and parent and staff training opportunities. Benefits of the programs are noted. A map details Head Start and Early Head Start sites in the state. The report concludes with one-page profiles of each of the 14 Head Start and 5 Early Head Start programs. Each profile lists the following information in addition to contact information: (1) grantee name; (2) number of staff; (3) number of child development staff; (4) number of child development staff with degrees; (5) number of volunteers; (6) number of classrooms; (7) counties served; (8) enrollment, both ACYF-funded and total; (9) program options; (10) racial/ethnic background of children served; (11) number and location of centers; (12) head of household employment status; (13) number of families served; and (14) families' child care needs. (JPB)

ED 463 041   PS 030 080

Schumacher, Rachel; Greenberg, Mark; Duffy, Janellen

The Impact of TANF Funding on State Child Care Subsidy Programs. Policy Brief.

SPONS. AGENCY- Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; Open Society Inst., New York, NY.; Foundation for Child Development, New York, NY.; Public Welfare Foundation, Washington, DC.; David and Lucile Packard Foundation, Los Altos, CA.

PUB DATE- 01

NOTE- 30p.; Also supported by the Moriah Fund.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Budgeting; *Day Care; Early Childhood Education; *Federal Aid; Federal Government; Federal Legislation; Grants; Low Income Groups; *Revenue Sharing; State Federal Aid; *Welfare Services

IDENTIFIERS- *Child Care and Development Block Grants; *Temporary Assistance for Needy Families

The 1996 welfare law created two block grants, Temporary Assistance for Needy Families (TANF) and the Child Care and Development Fund (CCDF). Since then, employment has increased among low-income mothers, and the number of families receiving welfare has declined. Currently, each state receives a block grant of TANF funds, which they are free to allocate to other needs. The single biggest redirection of TANF funds in 2000 was to child care. The principal source of federal funding for low-income child assistance has been CCDF, but nationally the federal funds redirected from TANF exceeded federal CCDF funds as a source of child care funding. States have become increasingly dependent on TANF as a means to address child care on children entering kindergarten. This report provides state- and county-level school baseline information for school year 2001-02, the first year that all kindergartners in Maryland were rated on their readiness for school. The Work Sampling System (WSS) was used to assess kindergarteners' skills in seven curricular domains: social and personal development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development and health. The report notes that 49 percent of entering kindergarten students were rated by their teachers as fully ready for kindergarten work. Forty-four percent were at the "approaching readiness" level and seven percent of students were in the "developing readiness" category. School readiness was related to race/ethnicity, gender, prior early care, special education status, limited English proficiency status, and family economic status. The report includes recommendations for using the baseline information, answers to frequently asked questions, and examples of skills, behaviors, and knowledge indicating full school readiness in each domain. The bulk of the report is presented in three appendices providing descriptions of the 30 WSS indicators, county-level data on selected WSS performance indicators, and county- and state-level information on differences by gender, race/ethnicity, experience in prior care, special education status, English proficiency, and family economic status. (KB)

ED 463 061 PS 030 187

All-Day Kindergarten and Class Size Reduction: Implementation Report.
PUB DATE- 00
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Class Size; Educational Policy; Full Day Half Day Schedules; *Kindergarten; *Kindergarten Children; Primary Education; Program Evaluation; Program Implementation; Public Policy; State Legislation; State Programs
IDENTIFIERS- Barriers to Implementation; *Ohio

All-day kindergarten and class size reduction are two Ohio initiatives funded through Disadvantaged Pupil Impact Aid (DPIA), a supplemental payment to school districts with substantial portions of families living in poverty. This report describes the extent to which districts implemented these programs and the challenges they faced during the first school year, 1998-1999. Findings indicated that school districts received the largest amount of DPIA funding for class size reduction, but actually spent most of their funds on all-day kindergarten. The number of all-day kindergarten programs dramatically increased in the 1998-1999 school year. The majority of districts implemented the class size reduction initiative by reducing the number of students in a classroom rather than using other options such as hiring aides or team-teaching. Parental support and the availability of certified teachers were the most beneficial factors in implementing these initiatives. Lack of adequate classroom space was the greatest barrier to implementing both initiatives. The focus on reducing the number of students per classroom quickly exhausted both space and available teachers in some districts. Insufficient funding was the second most frequently identified barrier to implementation of both initiatives. Although districts met or exceeded the 25 percent spending requirement for the 1998-1999 school year, very few spent their entire DPIA allocation on

An Integrated Approach to Early Childhood Education and Care: A Preliminary Study. Occasional Paper.
SPONS. AGENCY- Human Resources Development Canada, Ottawa (Ontario).
PUB DATE- 02
NOTE- 25p.; Paper presented at the International Conference on Early Childhood Education and Care: International Policy Issues (Stockholm, Sweden, June 13-15, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Day Care; Developed Nations; Developing Nations; *Early Childhood Education; *Educational Change; Foreign Countries; Government Role; *Integrated Services; Partnerships in Education; *Public Policy; Socialization
IDENTIFIERS- *Government Family Partnerships; Paradigm Shifts

This paper reflects upon the policy development and implementation of integrated or coordinated services of early childhood education and care (ECEC) within a systemic perspective, focusing on issues of relevance to both developed and developing countries. The paper is divided into four parts: (1) issues related to ECEC's cultural and historical background; (2) the paradigm shift toward integrated or coordinated ECEC systems; (3) practical issues of coordination and integration related to policy and program implementation; and (4) trends, benefits, and concerns regarding the process of integration. The paper illustrates the historical context that creates in most countries a split provision between the welfare and education systems, with child care the responsibility of the family and education provided by the state for children over 3 years of age. The paper maintains that in most countries the current ECEC status reflects a transitional phase calling for a reexamination of the public/private tensions in this policy area and making their way toward a view of ECEC as a shared responsibility. A model is proposed based on a partnership between families and the state as well as a new definition of integration in ECEC highlighting the attitudinal changes regarding the state's role in educating and socializing children. The paper calls for universal ECEC provision integrated under one auspice and built on the premises of quality, continuity, flexibility, diversity, and an inclusive approach. Such provision requires cooperation from ECEC practitioners, an integrated curriculum, qualified staff, a centralized implementation framework, parent involvement, and strong public financing. Ways for avoiding the risks associated with reforming ECEC are explained. (Contains 17 references.) (KB)

ED 463 080 PS 030 222

Evans, Betsy
You Can't Come to My Birthday Party! Conflict Resolution with Young Children.
PUB DATE- 02
NOTE- 425p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Bruno, Kristie; England, Eileen; Chambliss, Catherine
Social and Emotional Learning Programs for Elementary School Students: A Pilot Study.
PUB DATE- 02
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Affective Behavior; Anger; Antisocial Behavior; *Behavior Change; Change Strategies; Grade 3; Identification; Primary Education; *Program Effectiveness; *Social Cognition; *Young Children
IDENTIFIERS- Emotional Intelligence

This study applied the theoretical frameworks of emotional and social intelligence to the development and implementation of an education program for elementary school children. The key component in strengthening emotional intelligence involves the correct identification and understanding of internal physiologically anchored emotional states and of the situations that elicit them. In contrast, the key component in strengthening social intelligence involves understanding of emotions, and therefore, both emotional and social intelligence are interdependently related. To enhance emotional and social intelligence, a year-long program consisting of five units (Listening, Feelings, Anger Management, Decision-Making, and Perspective-Taking) was devised and implemented in two third-grade classrooms in a suburban elementary school in the northeastern United States. The program was administered on a weekly basis and was under the supervision of a guidance counselor. The effectiveness of the program was assessed through a within-subject analysis of pre- and post-test measures of emotional identification, pro-social and anti-social responding, anger management strategies, and a teacher rating scale. Findings provide partial support the hypothesis that the program would enhance students' capacity to identify emotional states accurately. Findings, however, fail to support the hypothesis that participation would increase pro-social responding and reduce anti-social responding. (Contains 31 references.) (HTH)

ED 463 098 RC 023 349

Vela Acosta, Martha, Ed.; Lee, Barbara, Ed.
Migrant and Seasonal Hired Adolescent Farmworkers: A Plan To Improve Working Conditions. Recommendations from the National Adolescent Farmworker Occupational Health and Safety Advisory Committee.
SPONS. AGENCY- National Inst. for Occupational Safety and Health, Atlanta, GA.
PUB DATE- 01
NOTE- 23p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Health Care; *Adolescents; *Agricultural Laborers; Educational Needs; Limited English Speaking; Mexican Americans; *Migrant Workers; Migrant Youth; *Occupational Safety and Health; Out of School Youth; Poverty; Quality of Working Life; Undocumented Immigrants; *Work Environment

Agriculture is the second most common employer of youth and is associated with numerous occupational hazards, but few preventive efforts to protect adolescent farmworkers have been implemented or evaluated. The largest group of adolescent farmworkers is youth who live away from their natural families for clarification, and develop strategies for storing and retrieving information. This should help teachers see their special education students as learners and not just "problem kids." (TD)

ED 463 115 RC 023 417

Shea, Catherine; Bablone, Carolyn
Wisdom from Those Who Do It Well: Special Education Master Teachers.
PUB DATE- 02
NOTE- 8p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, NV, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperating Teachers; Educational Needs; Elementary Secondary Education; Higher Education; Practicum Supervision; *Preservice Teacher Education; *Regular and Special Education Relationship; Rural Education; *Special Education Teachers; *Student Teacher Supervisors; *Student Teachers; Student Teaching; *Supervisor Supervisee Relationship; Teacher Collaboration

Two faculty members from Indiana University Southeast collaborated with experienced special educators over a 2-year period to determine if supervision procedures based on general education classroom situations fit today's special education student-teaching experience. They found that the 21st-century special education classroom is often not a classroom but rather the point of deployment of services that follow students with special needs into their general education classrooms. Student teachers going from classroom to classroom must quickly acclimate themselves to different teachers, classroom environments, and subject matter. Within the first few days of student teaching, behavior intervention plans, crisis and safety intervention procedures, and relationships with other teachers and instructional assistants should be clarified. Student teachers are exposed to multiple teaching models within and across classrooms. The master teacher and student teacher should routinely discuss instructional strategies that the student teacher has observed and should clarify which are best practices. With decentralized service delivery, other teachers or instructional assistants may have more direct observation of the student teacher than the supervising teacher. Those expected to contribute their views of student teacher progress should be clear about performance expectations. Supervising teachers should be deliberate about observing their student teachers when they have the chance. It was also found that Webcams and e-mail could enable more field placements in rural areas and allow exemplary teachers at distant sites to contribute to teacher education. (TD)

ED 463 116 RC 023 418

Reyes-Blanes, Maria
Partnering with Latino Migrant Families of Children with Disabilities: A Challenge, a Mission.
PUB DATE- 02
NOTE- 6p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American

to schooling, and the need for culturally inclusive schooling that builds on children's cultural capital and encourages bicultural competence; (5) challenges in meeting national numeracy and literacy standards, especially for students who do not speak Standard Australian English as a first language or who come from an oral tradition; and (6) the poor level of interaction between schools and Indigenous communities, and recommendations for community development and capacity building initiatives. (Contains 30 references.) (SV)

ED 463 133   RC 023 435

Solid Foundations: Health and Education Partnership for Indigenous Children Aged 0 to 8 Years. Discussion Paper.
PUB DATE- 01
NOTE- 48p.; Produced by the MCEETYA Taskforce on Indigenous Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Child Development; *Child Health; Child Welfare; Communicable Diseases; Community Development; Early Childhood Education; Educational Attainment; Foreign Countries; Health Programs; *Indigenous Populations; Mental Health; Physical Health; School Community Relationship
IDENTIFIERS- *Aboriginal Australians; *Australia

An Australian national task force examined a number of areas related to achieving educational equality for Australia's Indigenous peoples. This paper looks at health issues, particularly during ages 0-8, that may affect the educational outcomes of Aboriginal and Torres Strait Islander children. Chapter 1 discusses the importance of the early years of life in terms of brain development and future potential; the low educational attainment of Indigenous students and low Indigenous participation in early childhood services; population statistics; and the national policy context on Indigenous education, including national efforts to accelerate Indigenous progress and recommendations on interagency cooperation between the health and education sectors. Chapter 2 summarizes findings on nine health issues of concern: the lower life expectancy at birth and higher mortality rates at all ages for Indigenous Australians; low birth weight and failure to thrive; malnutrition and poor quality diet; high rates of infectious diseases and high incidence of educationally significant hearing impairment due to otitis media; social and emotional well-being; substance abuse; adolescent pregnancy; childhood trauma, including that related to family violence and child abuse; and childhood injuries. Chapter 3 describes Indigenous conceptions of health and well-being as encompassing family and community, and current initiatives that link community development and capacity building to childhood health issues. The appendix presents the Adelaide Declaration on National Goals for Schooling in the 21st Century. (Contains 43 references.) (SV)

ED 463 134   RC 023 436

Education of Teachers of Indigenous Students in Early Childhood Services and Schools. Discussion Paper.
PUB DATE- 01
NOTE- 39p.; Produced by the MCEETYA Taskforce on Indigenous Education.
LANGUAGE- English

way of changing the didactic contract and facilitating pupils' socialization and school achievement. A deep analysis of peer interactions shows how important the social and cultural aspects of learning mathematics are in pupils' performances in math class. The examples discussed underline the role of many psycho-social factors such as the situation, the social and academic status of the peer, the work instructions that are given, and the didactic contract. The data stress the importance of this kind of analysis if the goal is to promote more positive attitudes toward math and better school performance in this area. (Author/YDS)

ED 463 157 SE 065 790

Kwan, Terry; Texley, Juliana
Exploring Safely: A Guide for Elementary Teachers.
PUB DATE- 02
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Uses in Education; Diversity (Student); Educational Technology; Elementary Education; *Elementary School Teachers; Hands on Science; *Laboratory Safety; Outdoor Education; Science Instruction; *Science Laboratories

It is very important to provide a safe learning environment for students while engaging them in investigative and observational hands-on science activities. This teacher's guide provides information on safety rules and regulations in a narrative style while discussing both self-contained classroom teachers and science specialists in the elementary education setting. Chapters include: (1) "Setting the Scene"; (2) "Communities of Learners"; (3) "Where Science Happens"; (4) "Finders Keepers"; (5) "Lively Science"; (6) "Modern Alchemy"; (7) "Striking Gold"; (8) "Falling for Science"; (9) "The Great Outdoors"; (10) "The Kitchen Sink"; and (11) "Live Long and Prosper." Appendices include: "Chemicals To Go" and "American Chemical Society Safety Guidelines." (YDS)

ED 463 158 SE 065 791

Robertson, William C.
Stop Faking It! Finally Understanding Science So You Can Teach It. Force and Motion.
PUB DATE- 02
NOTE- 101p.; Illustrated by Brian Diskin.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Formation; Elementary Education; *Elementary School Teachers; *Force; Gravity (Physics); Motion; *Physics; Science Education; Scientific Literacy
IDENTIFIERS- Newton (Isaac)

This book aims to develop an understanding of basic physics concepts among school teachers in grades 3-8. The concepts covered in this book include force, motion, gravity, and circular motion without intimidating detailed units and formulas. Chapters include: (1) "Newton's First One"; (2) "In Which We Describe Motion and Then Change It"; (3) "Newton's Second One"; (4) "There's No Such Thing as Gravity--The Earth

*Middle Schools; *Program Evaluation; *Technology Education
IDENTIFIERS- Miami Dade County Public Schools FL

This report reviews the mathematics program of Miami-Dade public schools in grades 5 through 8 and provides recommendations about how technology might be used to improve learning opportunities for students. The main conclusion of the study and the conceptual foundation for all the conclusions and recommendations is that technology use must be undertaken as part of and within the context of systemic reform. The paper is divided into four sections. The first section reviews the literature to discern what research and best practices suggest are important factors in high-quality mathematics programs. The second section of the paper is concerned with how well Miami-Dade schools are meeting the middle school mathematical goals they have set for themselves. The third section examines technology research, with an emphasis on summarizing very recent studies focused on the use of technology to increase student learning. In the fourth section, recommendations are made that might help Miami-Dade Public Schools incorporate cost-effective interventions. (Contains an annotated list of Internet resources and 68 references.) (MM)

ED 463 181   SE 065 943

Huang, Hsin-Ping; Yore, Larry D.
A Comparative Study of Canadian and Taiwanese Grade 5 Children's Environmental Behaviors, Attitudes, Concerns, Emotional Dispositions, and Knowledge.
PUB DATE- 02
NOTE- 56p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 7-10, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; *Environmental Education; Environmental Influences; Foreign Countries; Grade 5; Intermediate Grades; Parent Influence
IDENTIFIERS- Canada; *Environmental Attitudes; *Environmental Awareness; Sustainability; Taiwan

This study explored the cultural influences on children's self-reported environmental actions, perceptions, and understandings; investigated the relationships among the behavioral, affective, cognitive, and demographic variables; and developed models of children's responsible environmental behavior (Huang, 2001). The cross-cultural comparison utilized a survey of Canadian and Taiwanese grade 5 children. English and Mandarin questionnaires developed with reasonable validity and reliability were used to collect data regarding children's environmental behaviors, attitudes, concerns, emotional dispositions, knowledge, and situational factors causing children's irresponsible behavior. Useable data collected from 278 grade 5 children from Victoria, Canada, and 483 grade 5 children from Kaohsiung, Taiwan, were analyzed using descriptive statistics, t-tests, correlations, and multiple regression analyses. The results revealed more similarities than differences between these Canadian and Taiwanese children. Television was the most popular source of environmental information for both groups of children. Canadian children had much more variety and frequency of participating in nature activities than Taiwanese children. Children from both countries expressed positive environmental behavior, positive attitudes toward the environment, high concern about the

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Federal Government; *Freedom of Speech; National Standards; *Primary Sources; Secondary Education; Social Studies; Student Research; *United States History
IDENTIFIERS- Edison (Thomas); *First Amendment; National Civics and Government Standards; National History Standards; Petitions; *Religious Freedom; United States Constitution

In 1893, in just 184 days, 28 million people, about one-third of the U.S. population, visited the World's Colombian Exposition in Chicago (Illinois). This lesson focuses on petitioning the federal government, peaceably assembling, and exercising freedom of speech and religion, all of which are protected by the First Amendment to the U.S. Constitution. The lesson correlates to the National History Standards and to the National Standards for Civics and Government. The lesson's primary source document is the petition signed by Thomas A. Edison and 49 others of Orange, New Jersey, asking for the repeal of the act closing the World's Columbian Exposition on Sundays. The lesson presents the historical background (with four resources) about the World's Columbian Exposition; describes the many events which occurred; and suggests diverse teaching activities for classroom implementation, including an introductory activity, document analysis, student research projects, group discussion, and creative writing. Appended are the Edison document and a written document analysis worksheet. (BT)

ED 463 201 SO 033 591

Greene, Mary Frances
Affidavit and Flyers from the Chinese Boycott Case. The Constitution Community: The Development of the Industrial United States (1870-1900).
PUB DATE- 01
NOTE- 15p.; For other lesson plans on the development of the industrial United States, see SO 033 589-592.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Citizenship; Government Role; *Immigrants; *Laws; National Standards; *Primary Sources; Social Studies; Student Research; Teacher Developed Materials; *United States History
IDENTIFIERS- *Chinese People; Congress; National Civics and Government Standards; National History Standards; *United States Constitution

Under Article I, Section 8, Clause 4, of the United States Constitution, the U.S. Congress is granted the power to "establish an uniform Rule of Naturalization." With passage of the Chinese Exclusion Act in 1882, Congress exercised this authority, denying the rights of citizenship to all Chinese immigrants. The Chinese Boycott Case demonstrates one instance when immigrants overcame the ramifications of such laws through the U.S. judicial system. This lesson focuses on the period in U.S. history when Chinese immigrants were only begrudgingly accepted and faced taxes aimed at foreign people and additional discriminatory legislation during the latter half of the 19th century. It correlates to the National History Standards and to the National Standards for Civics and Government. The two primary source documents are labor union flyers promoting the

NOTE- 274p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Educational Change; *Educational History; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; Preschool Education; Vocational Education
IDENTIFIERS- *Educational Issues; *Lithuania; Social Needs

Reform of education, training, and human resource development is an integral part of the transition to a democratic society and market economy. The talents, skills, and knowledge base of the Lithuanian population are crucial in this process, motivating the ambitious scale and urgency of the reforms being advanced for education. Lithuania has made progress in all of these areas since reform began in 1990. The challenge for the Ministry of Education and Science has been to promote and support changes that meet the needs of the new economy and society as well as the interests of all young people and adults, in the face of a shortage of financial and human resources. This book gives a brief overview of regional issues and a history of education in Lithuania and describes the development of education in the country since the political changes. The volume presents an analysis of the entire education system and identifies key directions for the reinforcement of the reforms in light of the challenges encountered by officials, communities, enterprises, educators, parents, and students under very dynamic conditions. It concludes with a set of key recommendations of goals of education, learning effectiveness, outcomes and the curriculum, management and governance for flexibility, responsiveness and change and, resources and financing. (BT)

ED 463 220 SO 033 671

Discovering Our Delta: A Learning Guide for Community Research. Teacher Guide and Student Community Research Guide.
SPONS. AGENCY- Phil Hardin Foundation, Meridian, MS.; Mississippi Arts Commission, Jackson.
PUB DATE- 00
NOTE- 72p.; Also supported by the Smithsonian Educational Outreach Fund. Accompanying videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Community Resources; *Folk Culture; Heritage Education; *Interdisciplinary Approach; Interviews; *Local History; Oral History; Secondary Education; Social Studies; State Standards; Student Projects; Student Research
IDENTIFIERS- *Mississippi Delta

This teacher guide and student community research guide unit are intended to help students learn to conduct research in their community and to communicate the results of that research to classmates and others. The unit, which can be used in conjunction with a video, helps students learn about community research, oral history, and folklore methodology, and how to use them in many school subjects across the curriculum. It focuses on the topic of the Mississippi Delta and provides short profiles of some of the Delta's tradition bearers. The teacher's guide is divided into: "Part 1. Introduction"; "Part 2. Tradition Bearers and the Community; Locating Community

IDENTIFIERS- *Concept Acquisition; *Michigan; Michigan Educational Assessment Program

Intended for teachers, this booklet explains that the social studies Michigan Educational Assessment Program (MEAP) is aligned to the content standards and benchmarks for social studies contained in the Michigan Curriculum Framework. The booklet poses and answers eight questions dealing with a concept list (where it came from, how it is divided, how it can be used) and teaching concepts in grade clusters. It lists basic civics, economic, geographic, and historical concepts for early elementary and those added at later elementary, middle school, and high school levels. (BT)

ED 463 240 SO 033 744

Stevenson, Harold W.; Nerison-Low, Roberta
To Sum It Up: Case Studies of Education in Germany, Japan, and the United States.
PUB DATE- 02
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Comparative Education; Cross Cultural Studies; Educational Assessment; *Educational Attitudes; Educational Policy; *Educational Practices; Elementary Secondary Education; Foreign Countries; International Educational Exchange; *Student School Relationship
IDENTIFIERS- Germany; Japan; *Third International Mathematics and Science Study; United States

This document is one of five publications in the Case Study Project, a component of the Third International Mathematics and Science Study (TIMSS). The Project was designed to provide in-depth information about education at the 4th, 8th, and 12th grade level in Germany, Japan, and the United States. Four research topics, selected by the U.S. Department of Education, provided the focus of each case study: (1) education standards; (2) dealing with differences in ability; (3) the place of school in adolescents' lives; and (4) the training and working conditions of teachers. The Project used sample data from demographically comparable cities in each country. The primary sites were large metropolitan areas with populations of several million, while the secondary sites had populations of at least several hundred thousand. An effort was made to select a range of primary and secondary schools. The Project augments the extensive interviews, discussions, and classroom observations that were conducted in the TIMSS case studies in the 1994-1995 academic year (Germany (n=199), over 366 hours of interviews; Japan (n=247), over 494 hours of interviews; and the United States (n=271), over 542 hours of interviews). The study found there are both commonalities and differences in the research topics among the three countries. The relationship between establishing and enforcing national guidelines varies greatly. What ought to be included in the national standards remains unclear. Consideration of individual differences in academic ability leads to an examination of a society's fundamental beliefs about human development along with the priority given to the individual relative to the group. School plays a central role in the lives of adolescents but they are increasingly influenced by the adult world they are about to enter. Teachers find the heightened emphasis on examinations to be among the most troublesome demands currently made of educators. Tentative suggestions and recommendations for further research are offered. Contains 25 references, a glossary, 2 figures, and 13

ED 463 260 SP 040 552

Seider, Susan N.; Nemr, Georgette
Teacher Preparation Goes Accountable: The Professional Education Database.
PUB DATE- 02
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Databases; Elementary Secondary Education; Higher Education; Information Storage; *Preservice Teacher Education

Within the current climate of accountability to the public and government sectors, universities must provide clear, compelling evidence of the effectiveness of their teacher preparation programs. To accomplish this, one state university designed and piloted a Professional Education Database (PED) system to document outcomes and provide a basis for decision-making for their teacher preparation programs. The database system was designed to supplement the university's information services and implemented through collaboration with two different, successive iterative teams from the School of Technology, each represented by three graduate students completing a Master's capstone requirement in Computer Information Technology. The PED system was designed so that data could be readily managed through the Microsoft Access 2000 software. Its objectives were to be friendly, consistent and clear in design, and easy to install and maintain on any computer system; to not be redundant; and to have and maintain an audit trail for database changes and operate in a secure environment. Screens included student personal information, application information, student grade point average tracking, Praxis I and II test scores, performance assessments, school experience, certifications, and reports. (SM)

ED 463 261 SP 040 553

Hill, Deborah M.
Electronic Portfolios: Teacher Candidate Development and Assessment.
PUB DATE- 02
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; *Portfolio Assessment; Preservice Teacher Education; *Student Teacher Evaluation; Teacher Competencies; Teaching Skills
IDENTIFIERS- *Electronic Portfolios; Teacher Knowledge

Scores on professional licensure exams and transcript grades, used to evaluate the competencies of entry level teachers, fail to reflect the wide range of complex knowledge, skills, and dispositions that quality professional educators possess. As the job of recruiting competent mentors. Workshops for beginning teachers and mentors were organized in every district. Participation rates in low-risk activities (e.g., lesson planning and sharing resources) were similar to previous years (generally 93 to 99 percent). Participation rates in higher-risk activities (e.g., classroom observations and providing feedback) were slightly lower than in the year 2000, which were slightly lower than they were in 1999. All four participant groups strongly recommended continuing the BTIP. Mentors believed the Program benefited them professionally and personally. The report notes subtle signs of erosion in participants' levels of program satisfaction. Recommendations include: increased funding for the BTIP, careful scrutiny of which new teachers are invited to participate in the BTIP, and regular meetings between district coordinators and principals. (Contains 11 references.) (SM)

ED 463 281 SP 040 610

Lu, Lucia Y.
Inference Makes Teacher Candidates the Change Agents.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meetings of the International Society for Educational Planning (31st, Atlanta, GA, October 10-14, 2001) and of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Change Agents; *Critical Thinking; *Educational Change; Educational Innovation; Elementary Secondary Education; Higher Education; *Inferences; Preservice Teacher Education; *Student Teachers

At the beginning of the twenty-first century, there is a dramatic change in society. Teachers and educators are confronting the challenges of more accountability to fulfill the increasing demands of multicultural education in urban areas. Wise (2000) and Freire (1993) declare that society requires the development of an especially flexible, critical spirit when it begins to transit from one epoch to another. Teacher educators are becoming the change agents of critical thinking. The concepts of inference (abduction, deduction, and induction) and change agentry "ABCD" (Adopters, Black box, Change agents, and Domain) can be implemented in teacher education. Furthermore, teacher candidates can be encouraged to employ intellectual freedom to innovate and utilize new strategies with their students in the classroom. Inference expands teacher candidates' potential for critical thinking in a society of transition. Change management skills in ABCD keep them on the right track as change agents. (Contains 17 references.) (SM)

ED 463 282 SP 040 611

Girod, Gerald R., Ed.
Connecting Teaching and Learning: A Handbook for Teacher Educators on Teacher Work Sample Methodology.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 522p.
LANGUAGE- English

1976) using a confidence interval estimate of the scale parameter tau. The Serlin-Harwell aligned-rank chi-square test (R. Serlin and M. Harwell, 2001) performed almost as well, which, combined with the fact that it is easier to compute, makes it an attractive competitor to the Mc-Kean-Hettmansperger test. (Contains 5 tables and 59 references.) (Author/SLD)

ED 463 300 TM 033 727

Moon, Tonya R.; Brighton, Catherine M.; Callahan, Carolyn M.
State Standardized Testing Programs: Friend or Foe of Gifted Education?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; Educational Practices; Elementary Education; Elementary School Students; *Elementary School Teachers; Instructional Effectiveness; *Standardized Tests; *State Programs; Student Attitudes; Talent Development; *Teacher Attitudes; *Teaching Methods; Testing Programs

Since the minimum competency movement of the 1970s, the importance placed on standardized tests has increased significantly. The intent of this study was to investigate the effects of state testing programs on the instructional practices of elementary school teachers and the effects of such practices on their gifted students' attitudes toward school and motivation. In the first phase of the study, a survey completed by 8,044 teachers provided information about their attitudes and practices. In the second phase of the study, qualitative techniques and the use of focus groups of gifted students and teachers provided information about student attitudes and teacher practices. Results suggest that teachers' perceptions of standards, tests, and students shape their classroom actions. These actions indicate that teachers influenced by testing programs are not likely to engage in effective classroom practices, but instead engage in one-size-fits-all practices. Implications of the perceptions on professional development and talent development are discussed. (Contains 4 figures, 8 tables, and 18 references.) (Author/SLD)

ED 463 301 TM 033 728

Browder, Diane; Flowers, Claudia; Ahlgrim-Delzell, Lynn; Karvonen, Meagan; Spooner, Fred; Algozzine, Robert
Curricular Implications of Alternate Assessments.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 02
NOTE- 32p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2-4, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Assessment; Content Validity; Curriculum; *Disabilities; Elementary Secondary Education; *National Standards; Special Education; *State Programs; Teachers; Testing Programs
IDENTIFIERS- Curriculum Alignment; Experts; *Individuals with

instructional practices of implementing teachers; and (4) student experiences. The most obvious finding from the study is that the implementation process is a process and not an event. The deep changes required by implementing teachers require sustained opportunities for independent and interdependent learning. Findings also suggest that it would be premature to launch an impact study until it is certain that the standards-based curriculum has been even moderately implemented. The study team recommends deferral of the second phase of the study. Six appendixes contain discussions of study methods, survey findings, and references. (Contains 9 tables and 26 references.) (SLD)

ED 463 322 TM 033 754

Wheelock, Anne
School Awards Programs and Accountability in Massachusetts: Misusing MCAS Scores To Assess School Quality.
PUB DATE- 02
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Accountability; *Achievement Gains; Achievement Tests; *Educational Quality; Elementary Secondary Education; High Stakes Tests; Rewards; State Programs; *Test Results; Testing Programs
IDENTIFIERS- *Massachusetts; Massachusetts Comprehensive Assessment System

This paper makes the case that the high-stakes testing and accountability program currently in place in Massachusetts misuses scores from the Massachusetts Comprehensive Assessment System (MCAS) to select particular schools as exemplary. School awards and recognition programs in Massachusetts imply that score gains are equivalent to school progress, but, in fact, score increases do not necessarily signify either improved student learning or school quality. Rising MCAS scores are poor signposts to best practices for replication by other schools, and scores may even benefit from policies and practices that harm or neglect the most vulnerable students. In many Massachusetts schools listed as exemplary, the statistical patterns associated with small numbers of students tested, changes in the composition of a schools students taking the MCAS from one year to the next, and teaching to the test may artificially improve test scores without improving school quality. By using MCAS score gains to identify particular schools as models of school improvement, public policymakers and pro-MCAS corporate leaders promote an inadequate definition school quality, misrepresent schools cited for test scores as more exemplary than others, and do a disservice to parents, teachers, and students who seek authentic school improvement and who care more about public education than public relations. (Contains 118 references.) (SLD)

ED 463 323 TM 033 755

Shearer, C. Branton
Using a Multiple Intelligences Assessment To Facilitate Teacher Development.
PUB DATE- 02
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Briggs, Xavier de Souza
The Will and the Way: Local Partnerships, Political Strategy, and the Well-Being of America's Children and Youth. Faculty Research Working Paper Series.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Rockefeller Foundation, New York, NY.
PUB DATE- 02
NOTE- 66p.; Paper presented at the Annual Meeting of the Urban Seminar Series on Children's Health and Safety (6th, Cambridge, MA, December 6-7, 2001). Also funded by the Hauser Center for Nonprofit Organizations, Harvard University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Advocacy; *Child Welfare; Children; Community Involvement; Cooperative Planning; Local Issues; Political Issues; *Problem Solving; *Public Policy; Social Environment
IDENTIFIERS- *Public Private Partnership Programs; *Social Policy

In an era of devolution in much social policy, many initiatives seek to improve child, youth, and family well-being through locally-governed, data-driven partnerships. These partnerships are not limited to savvy technical reform of policies or programs. They target a change in political will, policy agendas, and policy implementation arrangements, all driven by broad and sustained local movements on behalf of children. Part of a larger project on how community problem solving is evolving worldwide, this paper critically examines what such locally-based efforts actually do, noting the key strategic challenges they confront. It emphasizes the distinct dimensions of political work implied in an era of partnership-driven problem solving, explores the roles of coalition building in local politics, and analyzes the special challenges that partnerships face when they are, at once, interest-driven coalitions that ensure political support and operational alliances through which players seek to jointly produce the better outcomes they seek. Special attention is given to the roles of intermediary players that help other players navigate these challenges and to the multiple demands made of grassroots and elite stakeholders. (Contains 80 references.) (Author/SM)

ED 463 343 UD 034 856

Peterson, Paul E.; Howell, William G.
Exploring Explanations for Ethnic Differences in Voucher Impacts on Student Test Scores.
PUB DATE- 01
NOTE- 47p.; Prepared under the auspices of the program on Education Policy and Governance.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Black Students; *Educational Vouchers; Elementary Secondary Education; Ethnic Groups; Hispanic American Students; Low Income Groups; *Parent Attitudes; Private Schools; *Racial Differences; *Scores; Standardized Tests; *Student Evaluation; Urban Schools
IDENTIFIERS- African Americans; District of Columbia; Latinos; New York (New York); Ohio (Dayton)

This paper examines the impact of vouchers on student test scores in Dayton, Ohio, New York, New York, and Washington, DC, highlighting New York City parental assessment of private and of Child Health and Human Development. Nine appendices present the opening statement of the Honorable Bill Goodling, Congressional Representative from Pennsylvania; written statements by the presenters; and two reports: "Reform and Results: An Analysis of Title I in the Broward County Public Schools" and "The Role of Instruction in Learning To Read: Preventing Reading Failure in At-Risk Children, September 16, 1997." (SM)

ED 463 363 UD 034 885

Knox, Lyndee, Ed.
Youth Violence and the Health Professions: Core Competencies for Effective Practice.
SPONS. AGENCY- Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.
PUB DATE- 01
NOTE- 37p.; Produced by the Youth Violence and the Health Professions Working Group convened by the Southern California Developing Center on Youth Violence Prevention.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Competence; *Comprehensive School Health Education; *Crime Prevention; Elementary Secondary Education; *Health Personnel; Higher Education; Program Development; *Violence; Youth Problems
IDENTIFIERS- Risk Reduction

The Southern California Developing Center on Youth Violence Prevention, in conjunction with the Department of Family Medicine of the University of Southern California, convened a working group to identify core competencies in youth violence prevention for health professionals. Experts in youth violence prevention and health professional education from eight Youth Violence Prevention Centers participated. The group defined and described core competencies at three levels (generalist, specialist, and scholar/leader); outlined basic educational principles for training in those competencies (e.g., emphasize primary prevention skills and identify and creatively use existing resources); and identified resources and strategies for promoting training on youth violence prevention in health profession schools and training programs (e.g., develop faculty who can lead efforts to incorporate training at their institutions, collaborate with those working to advance training on other forms of violence, and define a standard of care and develop practice guidelines for youth violence prevention). The report seeks to stimulate and inform the development of comprehensive training resources to prepare health professionals to work effectively in national, state, and local efforts to prevent youth violence. An appendix presents health professional training activities underway at the CDC-funded Youth Violence Prevention Centers. (SM)

ED 463 364 UD 034 887

Munoz, Marco A.
Facing the Challenges of At-Risk Students in Urban School Districts: The Impact of an Attendance and Dropout Prevention Program in a Non-Traditional School.
PUB DATE- 02
NOTE- 20p.

somewhat by a net loss of college graduates and a net inflow of persons who had not finished high school. Poverty rates of blacks coming into the nonmetropolitan south were as high as those of the nonmigrant population, indicating no general income benefit from the urban inflow. (Contains 27 references, 11 figures, and 3 tables.) (SM)

ED 463 383 UD 034 911

Wattenberg, Esther; Luke, Katherine; Cornelius, Molly; Menke, Jennifer
When Rescue Is Urgent: Children in Shelter Placement for Seven Days or Less.
SPONS. AGENCY- Minnesota State Dept. of Human Services, St. Paul.
PUB DATE- 01
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Differences; Blacks; Child Abuse; Child Neglect; *Child Welfare; Children; *Foster Care; Parent Child Relationship; Police; Racial Differences; Referral; Sexual Abuse; Social Workers
IDENTIFIERS- *Minnesota

This study examined the circumstances of children in Hennepin County, Minnesota, who were removed from their homes under urgent circumstances and placed for 7 days or less in emergency shelter care. It investigated whether shelter placement was the least intrusive response for the safety of the children in emergency situations and clarified the working relationship between child protection workers and local law enforcement officers. Data came from administrative information collected by St. Joseph's Home for Children during 1999 and from interviews with child protection workers and supervisors; St. Joseph's staff members, administrators, and intake workers; the Minneapolis Chief of Police; the supervisor of and workers in the community-based first response unit; and precinct-based child protection workers. Nearly 62 percent of children were brought in by police under an emergency placement authority. One-third came in under court order. The most common reasons for emergency placements were neglect and physical and sexual abuse, parent/caretaker incarceration, and parent abandonment. African American children were disproportionately represented in all age groups. About 15 percent of children were in repetitive placements. Prior to entering St. Joseph's, most children lived in single parent households. Most younger children, but only one-quarter of older children, were returned to families or relatives within 7 days. (SM)

ED 463 384 UD 034 915

Cohen, Joseph
Educational Decentralization and Behavior Change Needs in Indonesia. Working Paper.
PUB DATE- 00
NOTE- 41p.; Prepared under the Regional Educational Development and Improvement Project (REDIP), Indonesia, 1999-2001. For Working Paper VIII in the series, see UD 034 916.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Change; Case Studies; *Educational Change; Elementary Secondary Education; Foreign Countries
IDENTIFIERS- Bangladesh; Ghana; *Indonesia; Reform Efforts;

needs. This report discusses the impact of TANF funding on state child care subsidy programs based on a survey of all state TANF agencies about transfer and spending of TANF funds for child care; CCDF administrators were also interviewed in states that available funds showed had at least 20 percent of TANF funds transferred to CCDF. The report addresses the regulations governing TANF allocations and demonstrates trends over time of states transferring TANF funds to CCDF. Findings of key child care policy expansions and improvements made possible by TANF transfers are summarized, as are characteristics of states where TANF funds were directly spent on child care, and the themes of state administrators' concerns regarding TANF fund allocations. The report concludes with recommendations for increased CCDF funding without restricting access to TANF funds for child care. Two appendices summarize data gathered in the study on "the use of TANF for child care in FFY 1999 and 2000: transfers to CCDF and direct spending on child care" and state by state summaries of the "impact and use of transferred TANF funds in high-transfer states through FFY 2000." (Contains 14 endnotes.) (JPB)

ED 463 042   PS 030 108

Bastick, Tony
Mediation of Anti-Social Adolescent Behavior by Single-Sex and Co-Educational Schooling.
PUB DATE- 00
NOTE- 13p.; Revision of paper presented at the Western Psychological Association (WPA) Convention (80th, Portland, OR, April 13-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Antisocial Behavior; Behavior Problems; *Coeducation; Foreign Countries; Obscenity; Secondary Education; *Secondary School Students; *Sex Differences; Sexual Harassment; *Single Sex Schools; Social Problems; Stealing; Student Attitudes; Vandalism; Violence
IDENTIFIERS- Jamaica

Many societies institute coeducational and single-sex schools to mediate adolescents' antisocial behavior. This paper details a study comparing antisocial behavior of adolescent boys and girls in coeducational schools with that of a matching group in single-sex schools in Jamaica. The study identified the 10 most common types of antisocial adolescent behavior in Jamaican secondary schools by means of individual interviews with a random sample of 112 students representing the 6 different types of secondary schools in Jamaica. These data were triangulated through interviews with principals and teachers. The prevalence of these behaviors was then determined by surveying a random sample of 1,193 adolescents from 16 representative coeducational and single-sex schools. Analysis showed that adolescent males exhibit significantly more antisocial behaviors than do adolescent females. These gender differences were less significant for verbally based antisocial behavior. Findings indicated that boys in coeducational schools were less antisocial than boys in single-sex schools, a surprising finding because students at single-sex schools generally came from the highest socioeconomic status. Adolescent girls in single-sex schools tended to be less antisocial. The paper's 4 tables list the survey results in terms of mean differences between the genders and school groups on 28 behaviors including minutes it took for teachers to

DPIA programs. School districts were unsure of the stability of DPIA funding and were reluctant to invest in additional teachers and facilities. The report's five appendices include information on the legislative history of Disadvantaged Pupil Impact Aid, a selected bibliography, and an overview of class size reduction policies and initiatives in 18 states. (KB)

ED 463 062 PS 030 189

Denton, David R.
Focus on Quality: Prekindergarten Programs in SREB States.
PUB DATE- 02
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Size; *Educational Quality; *Preschool Education; Preschool Teachers; Program Descriptions; *Teacher Qualifications; *Teacher Student Ratio
IDENTIFIERS- Southern Regional Education Board

This issue of the Focus series published by the Southern Regional Education Board (SREB) provides an overview of how all state prekindergarten programs in the SREB region are performing on three measures of program quality: (1) class size; (2) ratio of students to instructional staff; and (3) instructional staff qualifications. Findings indicate that of the 14 SREB states with state-funded prekindergarten programs in 2001-2002, 12 met or exceeded the recommended child-to-staff ratio of 10:1 and maximum class size of 20. Ten states require every lead teacher to have at least a bachelor's degree in early childhood; nine of those also require every teacher to hold state teacher certification. The two programs that had required teachers to have only the entry-level Child Development Associate credential, Delaware and Georgia, are both planning to increase their teacher standards. Several states give prekindergarten funds to districts, which can decide to offer programs directly or to contract with community providers. Only two of these, Florida and Virginia, allow community providers to use teachers who do not meet the same qualifications as school-based programs. The North Carolina legislature authorized and provided funding in 2001 to develop a program for at-risk 4-year-olds. The Tennessee legislature in 2001 authorized an expansion of its small prekindergarten pilot program but provided no funding. In West Virginia, districts must locate their own funding for the prekindergarten start-up year but the program is included in the regular funding formula for schools in subsequent years. A table delineates the maximum child-to-staff ratio, maximum class size, and minimum qualifications of instructional staff for each of the 16 SREB states. (KB)

ED 463 063 PS 030 190

Wallen, Margie
Ready, Set, Grow: Illinois Preschool. A Framework for Universal Access to Quality Preschool in Illinois.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Chicago Community Trust, IL.
PUB DATE- 02
NOTE- 32p.; Created by the Illinois Governor's Task Force on Universal Access to Preschool.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

DESCRIPTORS- Adult Child Relationship; *Affective Behavior; Behavior Change; *Change Strategies; Child Development; Classroom Environment; *Conflict Resolution; Early Childhood Education; Elementary Education; Emotional Development; *Emotional Experience; Family School Relationship; Group Discussion; Individual Development; Peer Mediation; Peer Relationship; *Problem Solving; Student Evaluation; Teacher Student Relationship
IDENTIFIERS- Daily Routines

Noting that many teachers and parents are baffled by the repetitiveness of young children's conflict and by their own reaction to it, this book describes how adults can help children find alternatives to hurtful words and fighting by settling differences through a six-step mediation process based on several basic adult-child interaction strategies: listening actively, acknowledging feelings and ideas, and encouraging decision making. This process is explained through stories of actual conflict experiences in which adults and children resolve disputes successfully. Chapters 1 through 4 provide an overview of and a rationale for the problem-solving approach. The six steps to the approach are: (1) approach calmly, stopping any hurtful actions; (2) acknowledge children's feelings; (3) gather information; (4) restate the problem; (5) ask for ideas for solutions and choose one together; and (6) be prepared to give follow-up support. Chapter 5 describes the growth of two young problem solvers during their preschool years. Chapter 6 discusses a small-group discussion process that adults can use at non-conflict times to encourage children to talk over chronic problems. Chapter 7 discusses prevention strategies for reducing the frequency of classroom conflicts. Chapter 8 details the strategies of peer mediation in elementary schools and describes a school-wide mediation structure and group-discussion curriculum. Appended are sample letters and handouts for parents to ease the transition between school and home. (Contains 57 references.) (KB)

ED 463 081 PS 030 223

Kroenke, Lillian DeVault, Ed.
Infants and Toddlers, 2001-2002.
PUB DATE- 02
NOTE- 82p.; Published quarterly. For 2000-2001 issues, see ED 450 906.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Caregiver Child Relationship; Childhood Needs; Educational Environment; Foreign Countries; Infant Behavior; Infant Care; *Infants; Learning Activities; Mass Media; *Montessori Method; Outdoor Education; Periodicals; Piagetian Theory; Preschool Education; Program Descriptions; *Toddlers; Toilet Training; Violence; War
IDENTIFIERS- Italy; Montessori (Maria); *Montessori Preschools; Sense of Community; Spiritual Development; Spiritual Experiences

This document is comprised of the 2001-2002 issues of a quarterly journal for teachers and parents of children in Montessori infant and toddler programs. The spring 2001 issue presents articles on the history of infant and toddler programs in Italy and how to fulfill infant needs in Montessori child care, and on learning activities in the kitchen for infants and toddlers. The summer 2001 issues includes articles on diapering and toileting, and on discovering the natural environment. The fall 2001 issue contains articles on Piagetian theory and on protecting young children from frightening media and migrate, mostly from Mexico, to work in U.S. agriculture; many are undocumented immigrants with limited access to education or health care. A national advisory committee gathered information through interviews, focus groups, and teleconferences and made recommendations for preventing or reducing agricultural work hazards that affect the health and safety of adolescent farmworkers, 12-17 years old. The committee focused on characteristics of adolescent development, best work practices, and occupational health and safety, and developed 12 recommendations around 3 goals. The goals were to identify profiles of adolescent farmworkers in production agriculture across the United States; to identify occupational risks specific to adolescent farmworkers; and to plan, implement, and evaluate interventions to eliminate or minimize occupational health and safety risks of adolescent farmworkers. The committee also identified needs of adolescent farmworkers in the areas of child care, health, education and career development, housing, field sanitation, recreation, and transportation. (Contains 119 references and a glossary.) (TD)

ED 463 099   RC 023 376

Natcher, David; Hickey, Cliff
Turning First Nation Forest Values into Integrated Forest Management Plans: Two Models in Alberta.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the Canadian Indigenous Native Studies Association (CINSA) (Edmonton, Alberta, Canada, May 29-31, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; Canada Natives; *Community Development; Conservation (Environment); Cultural Awareness; Foreign Countries; *Forestry; High Schools; *Job Training; Land Use; Research Projects; Sustainable Development; Tribes; *Values; Vocational Education
IDENTIFIERS- Alberta; *Business Community Relationship; Capacity Building; *Indigenous Knowledge Systems; Natural Resources Management

Canada's federal and provincial governments have called upon the forest industry to ensure protection of Aboriginal rights and include Aboriginal communities in forest management. The challenge is to design frameworks for multi-party cooperation in which multiple values and interests can be accommodated. To promote such cooperation, two research projects focused on establishing mechanisms to apply Aboriginal knowledge to industrial forest management, providing community training and capacity building to facilitate the equitable involvement of Aboriginal communities, and establishing a framework to monitor and evaluate First Nation-industry cooperation. A project involving the Alexis First Nation of Treaty Six, Millar Western Forest Products, and the Sustainable Forest Management Network (SFMN) (University of Alberta) conducted an Aboriginal land use study while training community members to continue the research; developed an information sharing agreement concerned with access to and use of community knowledge; developed a forestry curriculum and related career education for Alexis high school students; implemented community training and employment programs; and developed a mechanism to monitor the community-industry partnership and resolve conflicts. In the

Council on Rural Special Education (ACRES) (22nd, Reno, NV, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; Culturally Relevant Education; *Disabilities; Elementary Secondary Education; Immigrants; Limited English Speaking; *Migrant Children; Migrant Education; *Parent Participation; *Parent Teacher Cooperation; Special Education

Parental involvement among Latino migrant families is hindered by their unique lifestyle. Teachers should develop strategies that facilitate their partnership with migrant parents. Teachers must become aware of their own personal beliefs and biases and of the migrant family lifestyle and its challenges, which are compounded when a child has disabilities. Appropriate information must be provided in the families' native language to enhance their opportunity to navigate and participate in the educational system while eliminating feelings of intimidation. This is especially important for parents of children with disabilities as they must be involved in the decision-making process for their child's appropriate educational placement and program planning. Since migrant workers work long hours and often lack transportation, their participation in school activities can be facilitated by scheduling activities on evenings and weekends, providing childcare and transportation, promoting home visits, and celebrating school activities within the migrant community. Teachers can ease the feelings of isolation experienced by migrant families by acting as a liaison between families and community resources; working with agricultural industries to enhance families' knowledge of their new environment; providing social skills education in class; incorporating migrant students' cultures, values, and experiences into the curriculum; and observing the migrant community's festivities and historical events. Migrant families' high mobility rate can be addressed by developing a welcoming unit to facilitate student integration into the group and by keeping an academic portfolio. (Contains 12 references.) (TD)

ED 463 117 RC 023 419

Rude, Harvey A.
Alternative Special Education Teacher Certification Practices.
PUB DATE- 02
NOTE- 8p.; In: No Child Left Behind: The Vital Role of Rural Schools. Annual National Conference Proceedings of the American Council on Rural Special Education (ACRES) (22nd, Reno, NV, March 7-9, 2002); see RC 023 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; College School Cooperation; *Educational Needs; Elementary Secondary Education; Feasibility Studies; Higher Education; Labor Turnover; Partnerships in Education; *Special Education Teachers; State Departments of Education; *State Programs; State Surveys; *Teacher Education; Teacher Shortage

A study examined the feasibility of marketing a national model of

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Day Care Centers; Early Childhood Education; Educational Needs; *Educational Quality; Educational Trends; Foreign Countries; Indigenous Populations; *Preservice Teacher Education; *Standards; *Teacher Effectiveness
IDENTIFIERS- *Aboriginal Australians; *Australia; Social Justice

An Australian national task force examined a number of areas related to achieving educational equality for Australia's Indigenous peoples. This paper reviews recent and current efforts to raise the quality of initial teacher education and presents a draft set of professional standards for accomplished teachers of Indigenous students in early childhood services and schools. Chapter 1 summarizes the international and Australian policy context relating to changes in education in the last two decades and the pressures on teaching and teacher education to respond to changes in attitudes toward the fundamental purposes and functions of education, particularly social justice issues. The outcomes-based approach to schooling has the potential to improve the education and attainments of disadvantaged students, including Aboriginal and Torres Strait Islander students. However, realization of this potential depends upon appropriate preparation of preservice teachers. Chapter 2 examines difficulties that some Indigenous children experience in meeting national literacy standards, populations statistics, and national efforts to accelerate progress in Indigenous education. Chapter 3 discusses work undertaken in the United States, England, Canada, and Australia to improve teacher quality; describes the Quality Improvement and Accreditation System for day care centers; and presents five draft professional standards related to teacher commitment, knowledge base for teaching, teacher responsibility, reflective practice, and learning communities. Appendices present policy statements of related goals, principles, and standards. (Contains 22 references.) (SV)

ED 463 135 RC 023 437

Exploring Multiple Pathways for Indigenous Students. Discussion Paper.
PUB DATE- 01
NOTE- 44p.; Produced by the MCEETYA Taskforce on Indigenous Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; *Disadvantaged Youth; Dropouts; *Education Work Relationship; Elementary Secondary Education; Foreign Countries; *Postsecondary Education; School Holding Power; *Student Adjustment; *Vocational Education; Youth Problems
IDENTIFIERS- *Aboriginal Australians; Australia

An Australian national task force examined a number of areas related to achieving educational equality for Australia's Indigenous peoples. Young Indigenous Australians are disproportionately represented among young people who do not successfully negotiate the transition from school to independence and employment. This paper focuses on issues of transition across multiple pathways. Chapter 1 provides background on the importance of lifelong learning, the Australian national labor market, the nature of "effective transition" for young people, national policy on vocational education in schools, and task force findings on problems in the transition system and the particular transitional issues of

Sucks"; (5) "Round and Round and Round in the Circle Game"; (6) "Newton's Third"; and (7) "To the Moon, Alice!" (YDS)

ED 463 159 SE 065 792

Bybee, Rodger W., Ed.
Learning Science and the Science of Learning. Science Educators' Essay Collection.
PUB DATE- 02
NOTE- 158p.; Introduction by Harold Pratt.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Evaluation Methods; *Learning Processes; Professional Development; *Science Curriculum; *Science Instruction; *Science Teachers; Scientific Literacy

This yearbook addresses critical issues in science learning and teaching. Contents are divided into four sections: (1) "How Do Students Learn Science?"; (2) "Designing Curriculum for Student Learning"; (3) "Teaching That Enhances Student Learning"; and (4) "Assessing Student Learning." Papers include: (1) "How Students Learn and How Teachers Teach" (Angelo Collins); (2) "Applying the Science of Learning to the Education of Prospective Science Teachers" (Jose P. Mestre and Rodney R. Cocking); (3) "Scientific Inquiry, Student Learning, and the Science Curriculum" (Rodger W. Bybee); (4) "Supporting the Science-Literacy Connection" (Jeanne Rose Century, Joseph Flynn, Doris Santamaria Makang, Marian Pasquale, Karen M. Robblee, Jeffrey Winokur, and Karen Worth); (5) "Reaching the Zone of Optimal Learning: The Alignment of Curriculum, Instruction, and Assessment" (Stephen J. Farenga, Beverly A. Joyce, and Daniel Ness); (6) "Alignment of Instruction with Knowledge of Student Learning" (Paul Jablon); (7) "Learner Centered Teaching" (Jeffrey Weld); (8) "Using the Laboratory To Enhance Student Learning" (Michael P. Clough); (9) "Using Assessment To Help Students Learn" (J. Myron Atkin); (10) "Assessing Student Learning" (Anne M. Cox-Peterson and Joanne K. Olson); (11) "Curriculum Reform, Professional Development, and Powerful Learning" (Janet Carlson Powell, James B. Short, and Nancy M. Landes); and (12) "Professional Development and How Teachers Learn: Developing Expert Science Teachers" (Katherine E. Stiles and Susan Mundry). (YDS)

ED 463 160 SE 065 793

Cusick, Judy, Ed.
Innovative Techniques for Large-Group Instruction. An NSTA Press Journals Collection.
PUB DATE- 02
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Active Learning; *Educational Technology; Electronic Mail; Higher Education; *Innovation; Internet; *Science Education; Teaching Methods

This document presents instructional strategies for college faculty on how to stimulate active learning with groups of more than 50 students. Contents include: (1) "How Do College Students Best Learn Science: An Assessment of Popular Teaching Styles and Their Effectiveness" (William H. Leonard); (2) "Are We Cultivating 'Couch Potatoes' in Our College Science environmental problems, high emotional disposition toward current environmental situations, and moderate environmental knowledge. Gender and nature experience were the two influential demographic variables on children's environmental scores. The main reasons reported by these children for irresponsible behavior toward the environment were inconvenience and forgetfulness. The original model of children's responsible environmental behavior did not fully reflect these Canadian and Taiwanese data; therefore, alternative models were developed. Affective variables are stronger influences on children's responsible environmental behavior than the cognitive variable for children in both countries. (Contains 128 references.) (Author/JDM)

ED 463 182 SE 065 944

Bright, Pat; Yore, Larry D.
Elementary Preservice Teachers' Beliefs about the Nature of Science and Their Influence on Classroom Practice.
PUB DATE- 02
NOTE- 49p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 7-10, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Constructivism (Learning); Elementary Education; Elementary School Teachers; Higher Education; Inquiry; Preservice Teacher Education; *Preservice Teachers; *Scientific Principles; *Teaching Methods

This study was designed to examine preservice elementary teachers' beliefs about the nature of science, document changes in these beliefs over the duration of a year-long science methods course and embedded teaching practicum, and assess the impact of these beliefs on their classroom practice (Bright, 2001). The pre-test and post-test case study design measured (n=50) elementary preservice teachers' beliefs about the nature of science prior to and after participation in an 18-week elementary science methods course and 6 week intervening teaching practicum. Classroom observations documented the general structure of two science lessons, the types of questions asked, the students' responses, and handouts and assignments provided for each of six preservice teachers. Unit overviews, lesson plans, and portfolio assignments were collected and analyzed to provide triangulation of the classroom observations. Significant gains were made between the pre-test and the post-test scores for the preservice teachers' beliefs on the creative, developmental, and unified subscales, and the total Nature of Scientific Knowledge Survey. Results from the classroom observations indicated that the preservice teachers' beliefs about the nature of science were not clearly related to their classroom practice. Although the course assignments indicated a commitment and understanding of science as inquiry processes, and the modified learning cycle, these preservice teachers were unable to fully implement the engage-explore-consolidate-assess approach and productive questioning strategies during their initial practicum. (Contains 75 references.) (Author/JDM)

ED 463 183 SE 065 945

Yore, Larry D.; Anderson, John O.; Shymansky, James A.
Modeling the Relationships of Classroom Characteristics and

boycott of Chinese businesses and the affidavit of Hule Pock and Quon Loy. The lesson provides historical background for the legal question (with two resources) and suggests diverse teaching activities for classroom implementation, including interpreting the documents, a courtroom simulation, immigration data and statistics, legislation timeline, compare and contrast, the Chinese Exclusion Act, and the National Archives and Records Administration Archival Information Locator (NAIL) research. (BT)

ED 463 202 SO 033 592

Clark, Linda Darus
Photographs of Lewis Hine: Documentation of Child Labor. The Constitution Community: The Development of the Industrial United States (1870-1900).
PUB DATE- 01
NOTE- 39p.; Photographs may not reproduce adequately. For other lesson plans on the development of the industrial United States, see SO 033 589-591.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Child Labor; Freedom of Speech; *Government Role; National Standards; *Photographs; *Primary Sources; Secondary Education; Social Studies; Student Research; Teacher Developed Materials; *United States History
IDENTIFIERS- *First Amendment; *Hine (Lewis Wickes); National Civics and Government Standards; National History Standards

By the early 1900s, many Americans were calling child labor child slavery and were demanding an end to it. Lewis Hine, a New York City schoolteacher and photographer, believed that a picture could tell a powerful story. He felt so strongly about the abuse of children as workers that he quit his teaching job and became an investigative photographer for the National Child Labor Committee. Hine traveled around the country photographing the working conditions of children in all types of industries, including coal mines, meat packing houses, textile mills, and canneries. By 1916 Congress passed the Keating-Owens Act that established child labor standards, and by 1920 the number of child laborers was cut to nearly half of what it had been in 1910. This lesson relates to the First Amendment rights, including freedom of the press and right of the people to petition the government for a redress of grievances. The primary lesson sources are 16 Hine collection photographs of children working. It correlates to the National History Standards and to the National Civics and Government Standards. The lesson presents historical background of the era (with three resources) and suggests diverse teaching activities for classroom implementation, including brainstorming, photograph analysis, creative writing, class discussion, and interactive computer activity. A photograph analysis worksheet and the Hine photographs are appended. (BT)

ED 463 203 SO 033 593

Schur, Joan Brodsky
Photographs of the 369th Infantry and African Americans during World War I. The Constitution Community: The Emergence of Modern America (1890-1930).
PUB DATE- 00
NOTE- 22p.; Photographs may not reproduce adequately.
LANGUAGE- English

Members/Tradition Bearers; Preparation and Follow-Up Materials; Follow-Up Strategies; Presenting to the Class"; "Part 3. Project/Activity Ideas and Competencies They Address; Language Arts; Social Studies; Math and Science; Home Economics"; and "Part 4. Appendixes: References, Resources and Other Information." The student community research guide profiles the work of five community research students who wanted to know more about their communities than they could learn from a book. The guide is divided into: "Part 1. Introduction"; "Part 2. Community Research; Community Research? What's That?; Meet the Community Researchers; Curiosity (Who Are You and What Are You Curious About?; Matching a Topic to Your Curiosity; Matching Your Curiosity to a School Subject)"; "Part 3. Before You Interview; How To Find a Tradition Bearer; What Will You Ask? Equipment Check"; "Part 4. Interviewing Skills in Motion; Setting up the Interview; Ready, Set, Go! (Establishing Rapport; Setting the Stage; Questions and Answers; Other Interview Problems); Auxiliary Information; A Big Thank You"; "Part 5. What Do I Do with It Now?; To Log or To Transcribe?; Follow-up Questions and Further Research"; "Part 6. Bring on the Analytical Power!; A Word on Ethics in Collecting Ideas on Preserving Your Information (An Exhibition; A Performance or Demonstration; More Project Ideas; It's Fun To Do More Than One; What To Do with a Collection; Speaking of Your Teacher)"; and "Part 7. Appendices." (BT)

ED 463 221   SO 033 675

Binns, Stephen
Making Friends with Franklin. Smithsonian in Your Classroom.
PUB DATE- 99
NOTE- 31p.; For grades 3-8. Published quarterly. Supported by the Pacific Life Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Electricity; Elementary Education; *Language Arts; National Standards; *Sciences; *Social Studies; Student Educational Objectives; *United States History; *Visual Arts
IDENTIFIERS- *Franklin (Benjamin); National Arts Education Standards; National Science Education Standards; Portraits; Standards for the English Language Arts

Long before he was a Founding Father, Benjamin Franklin was world famous for his work in electricity. He challenged the prevailing idea that there were two distinct kinds of electrical fluid, proposing that there is one kind of electricity and two charges. He invented the lightning rod which is still used today and so found a highly practical use for one of his scientific theories, that lightning and electricity are the same thing. But Franklin never thought of himself as a scientist, and the word did not enter the English language until some 50 years after his death in 1790. Science was not considered a profession in the 18th century, a time that saw the creation of whole new fields of science: electricity, geology, paleontology, and modern chemistry. In an exhibit that opened in 1999, the Smithsonian's National Portrait Gallery spotlighted a collection of portraits of Benjamin Franklin and his colleagues in natural philosophy, as science was then called. This issue of "Smithsonian in Your Classroom" reproduces the portraits of Edward Bromfield, David Rittenhouse, Benjamin Rush, David Wiley, and John Winthrop; presents an overview of Franklin and his activities; and tables. (BT)

ED 463 241 SO 033 746

Longley, Laura
Gaining the Arts Advantage: More Lessons from School Districts That Value Arts Education. Arts Education Partnership Forum (Washington, DC, October 13, 2000).
SPONS. AGENCY- GE Fund, Fairfield, CT.; Binney and Smith, Inc., Easton, PA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 19p.; Follow-up to "Gaining the Arts Advantage: Lessons from School Districts That Value Art Education"; see ED 429 029.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accountability; *Art Education; *Community Influence; *Community Involvement; Elementary Secondary Education; Financial Support; Program Development; Public Schools; *School Districts; *Staff Development

To examine how the school districts profiled in "Gaining the Arts Advantage: Lessons from School Districts That Value Arts Education" are responding to the demands of how to provide high quality public education to all students throughout the country and whether their communities continue to support arts education, the Arts Education Partnership invited the profiled districts to Washington, DC on October 13, 2000. Thirty-two district representative teams (including board members, superintendents, principals, supervisors, teachers, and community leaders) and representatives from the Federal government were in attendance. "Crossfire" host Bill Press moderated a panel and audience dialogue with the local board presidents and superintendents. Notes were taken at all sessions to capture the key points. The report is divided into the following sections: "Introduction"; "Sustaining Success" (How Districts Are Sustaining Success; How Districts Are Sustaining Budgets); "Meeting Challenges" (Contending with Population Change; Responding to New Accountability Systems; Finding and Retaining Competent Teachers; Maintaining Continuity in Leadership and Direction); "Summing Up"; "The Impact of Research"; "Acknowledgments"; and "Participating Districts." (BT)

ED 463 242 SP 040 310

Barth, Roland S.
The Teacher Leader.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; *Instructional Leadership; Principals; School Culture; Teacher Administrator Relationship; Teacher Role; Teaching Conditions
IDENTIFIERS- *Teacher Leaders; *Teacher Leadership

This booklet describes the work of teacher leaders. Section 1, "The Teacher Leaders," describes today's teacher leadership. Section 2, "What Is Teacher Leadership?" explains that all teachers have leadership potential, and when teachers lead, principals extend their own capacity, students live in a democratic community of learners, and schools benefit from the demand for authentic, standards-based assessment of teacher performance continues to grow, teacher educators need to develop new tools to record and organize evidence of successful teaching. Electronic portfolios documenting professional growth, reflective practice, and demonstrated competencies to set standards or principles can be just such a tool. Electronic portfolio assessment is intended to help candidates become integral and conscious participants in their learning processes. Electronic portfolios are constructive instruments for authentic assessment, promoting connections between teaching, learning, reflection, and evaluation. They are open-ended and capable of growing as candidates progress in their knowledge, skills, and disposition. They encourage self-assessment as the developer invokes a multitude of strategies and maximizes different learning styles to creatively communicate using various media formats. They also enable candidates to address specific needs (reflection and growth, positive and relevant assessment, and career advancement). (Contains 24 references.) (SM)

ED 463 262 SP 040 554

Godt, Pamela T.; Benelli, Cecelia; Kline, Rhonda
Accountability in Teacher Education: Fourth-Year Results from a Longitudinal Study Evaluating a Redesigned Teacher Education Program.
PUB DATE- 02
NOTE- 26p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002)
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Accountability; Educational Change; Elementary Education; Higher Education; National Standards; *Preservice Teacher Education; Program Effectiveness; *Program Evaluation; State Standards
IDENTIFIERS- Western Illinois University

Western Illinois University's College of Education and Human Services has redesigned its teacher education program for preservice elementary teachers. The redesigned program provides more classroom observations and onsite field experiences in the schools at earlier stages in student teachers' education and offers methods classes with integrated coursework (which are team taught by subject matter experts) that allows for the application of integrated, thematic units in actual classroom settings. A longitudinal study compared students in this redesigned program to students in a traditional teacher education program. Data collected on three redesign cohorts and their control groups over 4 years included: demographics, high school percentile rate, ACT scores, cumulative grade point average in college, percent receiving semester honors in college, scores on the Teacher Belief Inventory, preliminary certification pretest scores, scores on a written philosophy of education essay, assessment of their unit planning skills, performance on the State Teacher Certification Test, and job attainment. Overall, students in the redesign groups did at least as well as, or in several cases did better than, students in the traditional teacher education program. (SM)

ED 463 263 SP 040 555

Tomei, Lance J.

EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Early Childhood Education; Elementary Secondary Education; Evaluation Methods; Higher Education; Preservice Teacher Education; Special Education; Student Evaluation; Student Teacher Evaluation; *Teacher Certification; Teacher Competencies; *Work Sample Tests

This handbook shares methodologies for guiding teacher preparation and licensing. It provides a rationale for the inclusion of teacher work sample methodology in preparation and licensing programs, describes how student learning is the central concept within teacher work samples, explains how to teach students and teachers about work samples, and supports teacher educators who need to work with their colleagues in reviewing, adapting/adopting, and implementing the methodology. The 17 chapters are: (1) "Connecting Teaching and Learning: An Introduction to Teacher Work Sample Methodology" (H. Del Schalock and David Myton); (2) "Teacher Work Sample Methodology with a Standards Orientation" (H. Del Schalock); (3) "Assessing Teacher Work Samples" (Mark D. Schalock); (4) "Values Offered by Teacher Work Sample Methodology" (Gerald R. Girod, Mary Mangan Reynolds, Helen E. Woods, and H. Del Schalock); (5) "An Overview of Teacher Work Sample Methodology" (Gerald R. Girod); (6) "Concepts and Skills Necessary To Plan a Teacher Work Sample" (Gerald R. Girod); (7) "Adapting Teacher Work Sample Plans and Instruction to Pupils' Needs" (Elizabeth A. Dohrn); (8) "Instructional Strategies in a Teacher Work Sample" (Gerald R. Girod); (9) "Teaching the Necessary Assessment Concepts and Skills for a Teacher Work Sample" (Gerald R. Girod and Robert Ayres); (10) "Summary, Interpretation, and Reflection in a Teacher Work Sample" (Susan Nelson Wood); (11) "Practice and Feedback for Those Preparing a Teacher Work Sample" (Gerald R. Girod); (12) "Successfully Supervising Students Implementing Teacher Work Samples" (E. Michelle Pardew); (13) "Structuring Preparation Programs To Accommodate Teacher Work Sample Methodology" (Meredith M. Brodsky); (14) "Does TWSM Work?" (Gerald R. Girod and Mark D. Schalock); (15) "Teacher Work Sample Methodology in Early Childhood and Elementary Preparation Programs: A Case Study" (David M. A. Wright); (16) "Teacher Work Sample Methodology in Middle Level/High School Preparation: A Case Study" (Robert Ayres and Randall K. Engle); and (17) "Teacher Work Sample Methodology in Special Education Preparation: A Case Study" (Elizabeth A. Dohrn). Appendixes include mini-work samples, guidelines related to work samples, Evaluation Forms for Student Teaching Supervisors, a TWS (Teacher Work Sample) observation form, and a Competencies Checklist. (Contains 69 tables, 62 figures, and 15 boxes. Most papers contain references.) (SM)

ED 463 283 SP 040 620

A Quality Teacher in Every Classroom: Improving Teacher Quality and Enhancing the Profession.
PUB DATE- 02
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alternative Teacher Certification; Discipline; Early

Disabilities Education Act; Performance Indicators

The 1997 amendments to the Individuals with Disabilities Education Act (IDEA) required that states provide alternate assessments for students unable to participate in the statewide assessment systems (e.g., those with severe disabilities). IDEA mandated that alternate assessments access the general curriculum. This study examined the curricular focus of alternate assessments. A content validity procedure was used to examine alternate assessment performance indicators in mathematics, language arts, and functional skills from 42 states. Experts in mathematics, language arts, severe disabilities (n=30), and a group of stakeholders (5 teachers and 4 administrators) examined the alignment of the performance indicators to national standards and the general curriculum. Results suggest it is possible to create assessments for students with severe disabilities that access the general curriculum and reflect national mathematics and language arts standards and are acceptable to stakeholders; however, many states' alternate assessments were not accessing the general curriculum. This confusion is reflected in both the variation across states' examples of extended standards and the reactions of stakeholders and experts to them. Direction for improvement of alternate assessment practices is provided. (Contains 57 references.) (Author/SLD)

ED 463 302 TM 033 729

Flowers, Claudia P.; Raju, Nambury S.; Oshima, T. C.
A Comparison of Measurement Equivalence Methods Based on Confirmatory Factor Analysis and Item Response Theory.
PUB DATE- 02
NOTE- 28p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2-4, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Item Response Theory; *Measurement
IDENTIFIERS- *Confirmatory Factor Analysis; Linear Measurement; Type I Errors; Type II Errors

Current interest in the assessment of measurement equivalence emphasizes two methods of analysis, linear, and nonlinear procedures. This study simulated data using the graded response model to examine the performance of linear (confirmatory factor analysis or CFA) and nonlinear (item-response-theory-based differential item function or IRT-Based DIF) methods. Two CFA procedures, lambda (slope) structure only and lambda and tau (slope and intercept) structures, were used to examine measurement equivalence across focal and reference groups. An IRT-based, noncompensatory DIF (NC-DIF) procedure (N. Raju, W. van der Linden, and P. Fleer, 1995) was also used to examine measurement equivalence across groups. Results indicate that the lambda procedure successfully identified items that had differences in the alpha-parameters, but did not identify items that had differences in the beta-parameters. The lambda/tau and NC-DIF procedures identified items that had differences in the beta-parameters. The lambda-tau and NC-DIF procedures were not, however, as sensitive to items that had differences only in the alpha-parameters. When the focal and reference groups had different ability distributions (or impact), the lambda/tau procedure had a lower (or an acceptable) Type II error rate (in detecting true positives), but had a much higher (or an

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Elementary Secondary Education; *Faculty Development; Higher Education; *Multiple Intelligences; *Professional Development; Profiles

In phase 1 of this study, development and validation studies of a new assessment for the multiple intelligences were conducted. The second phase of the study was a pilot implementation project during a single academic year in collaboration with several public school teachers. Phase 1 involved a series of activities including initial instrument development, expert content reviews, field testing, pilot validation studies, item analysis, subscale development, instrument revision, and secondary validation studies. The developed instrument, the Multiple Intelligence Development Assessment Scales (MIDAS), was validated through studies involving nearly 3,000 middle school students, approximately 70 high school students, groups of adult and college students, and 400 employed adults. Phase 2 considered how a multiple intelligences (MI) profile might be best used by classroom teachers. Six elementary and secondary school teachers participated. Findings from this study indicated that an MI profile can sensitize teachers to their own weaknesses and help them empathize with students who are struggling. Teachers were able to understand the MI profile as a descriptive narrative of intellectual and creative life. Students of these teachers also appreciated the MI profile and found it encouraging. (Contains 5 tables and 21 references.) (SLD)

ED 463 324 TM 033 756

Sireci, Stephen G.; Rizavi, Saba
Comparing Computerized and Human Scoring of Students' Essays.
SPONS. AGENCY- College Board, New York, NY.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Comparative Analysis; Computer Uses in Education; *Essay Tests; Evaluators; Higher Education; *Interrater Reliability; *Scoring; *Test Scoring Machines
IDENTIFIERS- *Percent of Agreement

Although computer-based testing is becoming popular, many of these tests are limited to the use of selected-response item formats due to the difficulty in mechanically scoring constructed-response items. This limitation is unfortunate because many constructs, such as writing proficiency, can be measured more directly using items that require examinees to produce a response. Therefore, computerized scoring of essays and other constructed response items is an important area of research. This study compared computerized scoring of essays with the scores produced by two independent human graders. Data were essay scores for 931 students from 24 postsecondary institutions in Texas. Although high levels of computer-human congruence were observed, the human graders were more consistent with one another than the computer was with them. Statistical methods for evaluating computer-human congruence are presented. The case is made that the percentage agreement statistics that appear in the literature are insufficient for comparing the computerized and human scoring of constructed response items. In this study, scoring differences were most pronounced when researchers looked at the percentage of essays scored exactly the same, the percentage scored the same at public schools to investigate why vouchers seem to have differential effects depending on the students' ethnic background. Researchers collected baseline test scores and family data prior to the voucher lotteries, administered the lotteries, and collected follow-up information 1 and 2 years later. At pretest and posttest, students entering grades 1-8 took the Iowa Test of Basic Skills in reading and mathematics. Parents completed surveys regarding satisfaction with their children's schools, involvement in students' education, and demographics. Results varied systematically by ethnicity. There were no significant differences between the test scores of non-black students who moved to private schools and of the control-group students. Vouchers made a substantial, positive difference for black students but did not significantly impact Hispanic American students' test scores. All control group parents were satisfied with their children's education. Hispanic and black parents were very satisfied with private school placements, though they differed in perceptions. Private school impact on black students was not due to school size, class size, school disruptions, school communications, desegregation, dress rules, hallway monitoring, school resources, homework, parent involvement, or student involvement with the school. (Contains 10 tables and 21 endnotes.) (SM)

ED 463 344 UD 034 858

Getting Communities Involved in Improving Sexual Health Education. Lessons from the Field.
PUB DATE- 02
NOTE- 10p.; Contributors were Collaborative Communications Group, Richard Tagle, Marcia Davis Taylor, and Karima Morris.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Comprehensive School Health Education; Elementary Secondary Education; *Health Promotion; Program Evaluation; Public Schools; *Sex Education; Sexuality
IDENTIFIERS- Risk Reduction

Eight local education funds (LEFs) assessed the level of local school health programs and created plans to establish or enhance comprehensive school health education programs. In 1995, six sites received 3-year implementation grants. In 1999-00, five sites received funds for assessing community capacity to address and sustain commitments to comprehensive school health initiatives. This report summarizes the work of four LEF sites. Information on existing health curricula came from surveys, interviews, focus groups, and reviews of past surveys. The quality of information students received varied widely between sites. Most communities approached sexual health education with a coalition of players (the school district, health care providers, and philanthropists). Capacities to develop comprehensive health education programs varied from region to region. LEFs are working to improve the quality and reach of health programs in their communities. For example, one is developing a statewide public engagement curriculum on HIV. Another plans to use its parent liaisons as emissaries who can advocate for and emphasize the importance of HIV/AIDS education. Another hopes to enlist the support of existing school action committees to heighten awareness of deficiencies in health programs. The fourth hopes to promote better coordination between public schools and outside organizations. (SM)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance Patterns; Cost Effectiveness; *Dropout Prevention; *Dropout Programs; *High Risk Students; High School Students; High Schools; Nontraditional Education; Program Effectiveness; *Urban Schools

Students who eventually drop out of school have a long-term disadvantage in becoming productive citizens. The traditionally structured U.S. high school system does not facilitate high school education for at-risk students. Some schools, however, do organize themselves around the needs of the at-risk student population. This study analyzed the impact of a 6-month dropout prevention program in a nontraditional school of a large urban school district. Participants were students enrolled in the alternative high school program. A treatment and a comparison group were randomly assigned for participation in the study. First, the overall pattern of school attendance was analyzed. Second, a random sample of both treatment and comparison group members was assessed in terms of changes on attendance percent rates. Third, a comparison in terms of students dropping out was conducted. Finally, a cost-effectiveness analysis was utilized to examine the data. Findings support the dropout prevention intervention. Implications for practice and future research are discussed. (Contains 15 references.) (SM)

ED 463 365 UD 034 889

Munoz, Marco A.
Alternative Schools: Providing a Safety Net in Our High Schools To Cope with the At-Risk Student Challenge.
PUB DATE- 02
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance Patterns; Behavior Problems; Cost Effectiveness; *Dropout Prevention; *Dropout Programs; Educational Environment; *High Risk Students; High School Students; High Schools; Nontraditional Education; Program Effectiveness; *Urban Schools
IDENTIFIERS- Kentucky

This study analyzes the non-academic impact of a program for at-risk students within an urban alternative high school. The Jefferson County Public Schools, Kentucky, work on the premise that prevention is a key part of safety net strategies for at-risk students. Liberty High School is an alternative safety net high school intended to develop a community of learners who demonstrate acceptance, leadership, and academic success through a caring, collaborative, and engaging learning environment. Liberty includes such features as a program for 9th graders at risk of dropping out, a high school prep program for 8th graders, and a life skills/learning habits program. This study evaluated the characteristics and numbers of student participants, characteristics of the scope of service in the program, and differences in participating students' attendance and suspension. Data were collected on attendance and discipline from a district database and program activity logs. Results indicate that the program was able to help high school students who exhibited attendance, behavioral, and social problems that limited their ability to succeed in the regular school environment. The program improved attendance in participating students and helped decrease behavioral problems. (Contains 17 references.) (SM)

Social Marketing

This working paper examines behavior change as a key element in creating an enabling environment to sustain educational reform in Indonesia. It recommends elevating the importance of a formalized behavior change framework and methodology so that future plans for educational reform in Indonesia will include social marketing as a planned subcomponent. Six chapters focus on the following: (1) "An Introduction and Behavior Change Theory"; (2) "A Model for Behavior Change in Education" (defining social marketing and the Applied Behavior Change, or ABC, Framework for Education); (3) "Case Studies of Social Marketing Programs in Education" (a complicated example in Bangladesh and a successful example in Ghana); (4) "A National Social Marketing Strategy for Education in Indonesia" (background on Indonesia's educational system and an outline of a social marketing plan for Indonesia); (5) "Training Social Marketing Professionals"; and (6) "Conclusions" (recommendations for conceiving a social marketing effort and implementing the ABC framework in Indonesia). (Contains 26 references.) (SM)

ED 463 385 UD 034 916

Cohen, Joseph
The Regulatory Structure Supporting Basic Education in Indonesia: Analysis Covering 1989 to Present. Working Paper.
PUB DATE- 01
NOTE- 83p.; Prepared under the Regional Educational Development and Improvement Project (REDIP), Indonesia, 1999-2001. For Working Paper VII in the series, see UD 034 915.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; Community Involvement; Curriculum; *Decentralization; Educational Finance; *Educational Legislation; Elementary Secondary Education; Foreign Countries; Governance; Organizational Change; Student Evaluation; Teachers
IDENTIFIERS- *Indonesia

This report examines the legal and regulatory structure of basic education in Indonesia beginning in 1989, when Education Law Number 2 was enacted (from which all current regulations, policies, and procedures can be traced). In 1999, two key laws (Number 22 and Number 25) were passed that required the decentralization of many government functions. This paper examines the laws and their supporting executive pronouncements and makes recommendations related to improving the functions of a decentralized educational system. The five chapters focus on (1) "Overview of Regulatory Structure in Indonesia"; (2) "Laws Pertaining to Basic Education" (governance, organizational structure, management, and supervision; student personnel; program, curriculum, instruction, and resources; assessment, monitoring, and evaluation; educational personnel; community; educational finance; and other topics); (3) "Recent Legal Changes Impacting on Education"; (4) "Discussion and Recommendations" (governance, organizational structure, management, and supervision; student personnel; program, curriculum, instruction, and resources; assessment, monitoring, and evaluation; educational personnel; community; educational finance; and other topics); and (5) "Final Remarks." (SM)

ED 463 386 UD 034 917

Piche, Dianne M., Ed.; Taylor, William L., Ed.; Reed, Robin A., Ed.

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(132) Reference Materials - Directories/Catalogs

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CS510801	ED462715
CS510802	ED462716
CS510805	ED462717
CS510806	ED462718
CS510809	ED462719
CS510811	ED462720
CS510813	ED462721
CS510815	ED462722
CS510817	ED462723
CS510819	ED462724
CS510821	ED462725
CS510823	ED462726
CS510825	ED462727
CS510829	ED462728
CS510830	ED462729

EA - Educational Management

EA031542	ED462730
EA031543	ED462731
EA031544	ED462732
EA031545	ED462733
EA031546	ED462734
EA031547	ED462735
EA031548	ED462736
EA031549	ED462737
EA031550	ED462738
EA031551	ED462739
EA031552	ED462740
EA031553	ED462741
EA031554	ED462742
EA031555	ED462743
EA031556	ED462744
EA031557	ED462745
EA031558	ED462746
EA031559	ED462747
EA031560	ED462748
EA031561	ED462749
EA031602	ED462750
EA031605	ED462751
EA031606	ED462752
EA031607	ED462753
EA031608	ED462754
EA031609	ED462755
EA031610	ED462756
EA031611	ED462757
EA031623	ED462758
EA031624	ED462759
EA031625	ED462760
EA031626	ED462761
EA031627	ED462762
EA031628	ED462763
EA031629	ED462764
EA031630	ED462765
EA031631	ED462766
EA031632	ED462767

EC - Disabilities and Gifted Education

EC308830	ED462768
EC308831	ED462769
EC308832	ED462770

EC308833	ED462771
EC308834	ED462772
EC308835	ED462773
EC308836	ED462774
EC308837	ED462775
EC308838	ED462776
EC308839	ED462777
EC308840	ED462778
EC308841	ED462779
EC308842	ED462780
EC308843	ED462781
EC308844	ED462782
EC308845	ED462783
EC308847	ED462784
EC308849	ED462785
EC308850	ED462786
EC308851	ED462787
EC308853	ED462788
EC308855	ED462789
EC308857	ED462790
EC308859	ED462791
EC308861	ED462792
EC308862	ED462793
EC308863	ED462794
EC308864	ED462795
EC308866	ED462796
EC308867	ED462797
EC308869	ED462798
EC308871	ED462799
EC308873	ED462800
EC308875	ED462801
EC308877	ED462802
EC308879	ED462803
EC308880	ED462804
EC308881	ED462805
EC308882	ED462806
EC308883	ED462807//
EC308884	ED462808
EC308943	ED462809
EC308944	ED462810
EC308945	ED462811
EC308946	ED462812
EC308947	ED462813//
EC308948	ED462814
EC308949	ED462815
EC308950	ED462816
EC308951	ED462817
EC308952	ED462818
EC309046	ED462819

EF - Eric Facility

EF005996	ED462820
EF006031	ED462821
EF006038	ED462822
EF006040	ED462823
EF006053	ED462824
EF006055	ED462825
EF006060	ED462826
EF006090	ED462827

FL - Language and Linguistics

FL026901	ED462828

FL026915	ED462829
FL026917	ED462830
FL026926	ED462831
FL026938	ED462832
FL026939	ED462833
FL027170	ED462834
FL027171	ED462835
FL027172	ED462836
FL027173	ED462837
FL027174	ED462838//
FL027175	ED462839//
FL027176	ED462840//
FL027179	ED462841
FL027181	ED462842
FL027182	ED462843//
FL027183	ED462844//
FL027184	ED462845
FL027185	ED462846
FL027186	ED462847
FL027187	ED462848
FL027188	ED462849
FL027189	ED462850
FL027190	ED462851//
FL027191	ED462852//
FL027192	ED462853
FL027193	ED462854
FL027194	ED462855
FL027195	ED462856
FL027196	ED462857
FL027197	ED462858
FL027198	ED462859
FL027199	ED462860
FL027201	ED462861
FL027203	ED462862
FL027204	ED462863
FL027205	ED462864
FL027206	ED462865
FL027207	ED462866
FL027208	ED462867
FL027209	ED462868
FL027210	ED462869
FL027211	ED462870

HE - Higher Education

HE034689	ED462871
HE034692	ED462872
HE034693	ED462873//
HE034694	ED462874//
HE034695	ED462875//
HE034696	ED462876
HE034697	ED462877
HE034698	ED462878
HE034699	ED462879
HE034701	ED462880
HE034702	ED462881
HE034703	ED462882
HE034704	ED462883
HE034705	ED462884
HE034706	ED462885
HE034707	ED462886
HE034708	ED462887
HE034709	ED462888//
HE034710	ED462889

HE034711	ED462890//
HE034762	ED462891//
HE034763	ED462892
HE034764	ED462893
HE034766	ED462894
HE034769	ED462895
HE034770	ED462896
HE034773	ED462897
HE034774	ED462898
HE034775	ED462899
HE034776	ED462900
HE034777	ED462901
HE034778	ED462902
HE034780	ED462903
HE034781	ED462904
HE034782	ED462905
HE034786	ED462906
HE034787	ED462907
HE034788	ED462908

IR - Information and Technology

IR021045	ED462909//
IR021064	ED462910
IR021065	ED462911
IR021066	ED462912
IR021067	ED462913
IR021068	ED462914
IR021069	ED462915
IR021070	ED462916
IR021071	ED462917
IR021072	ED462918
IR021074	ED462919
IR021075	ED462920
IR021076	ED462921//
IR021077	ED462922
IR021078	ED462923
IR021079	ED462924
IR021083	ED462925
IR021084	ED462926
IR021085	ED462927
IR021086	ED462928
IR021087	ED462929
IR021088	ED462930
IR021089	ED462931
IR021090	ED462932
IR021091	ED462933
IR021092	ED462934
IR021093	ED462935
IR021094	ED462936
IR021095	ED462937
IR021096	ED462938
IR021097	ED462939
IR021098	ED462940
IR021099	ED462941
IR021100	ED462942
IR021101	ED462943
IR021102	ED462944
IR021103	ED462945
IR021104	ED462946
IR021105	ED462947
IR021106	ED462948
IR021107	ED462949
IR021108	ED462950

IR021109	ED462951
IR021110	ED462952
IR021111	ED462953
IR021113	ED462954
IR021114	ED462955
IR021116	ED462956
IR021117	ED462957
IR021118	ED462958
IR021119	ED462959
IR021120	ED462960
IR021121	ED462961
IR021122	ED462962
IR021123	ED462963
IR021124	ED462964
IR021125	ED462965
IR021126	ED462966
IR021127	ED462967
IR021128	ED462968
IR021129	ED462969
IR021130	ED462970
IR021131	ED462971
IR021132	ED462972
IR021133	ED462973
IR021134	ED462974
IR021135	ED462975
IR021136	ED462976
IR021137	ED462977
IR021159	ED462978
IR021160	ED462979
IR021161	ED462980
IR058508	ED462981

JC - Community Colleges

JC010529	ED462982
JC010582	ED462983
JC010590	ED462984
JC010592	ED462985
JC010593	ED462986
JC010672	ED462987
JC020032	ED462988
JC020034	ED462989
JC020035	ED462990
JC020055	ED462991
JC020201	ED462992
JC020204	ED462993
JC020205	ED462994
JC020206	ED462995
JC020209	ED462996
JC020211	ED462997
JC020212	ED462998
JC020214	ED462999
JC020215	ED463000
JC020216	ED463001
JC020217	ED463002
JC020219	ED463003
JC020220	ED463004
JC020221	ED463005
JC020222	ED463006
JC020223	ED463007
JC020225	ED463008
JC020226	ED463009
JC020227	ED463010
JC020228	ED463011

JC020229	ED463012
JC020230	ED463013
JC020233	ED463014
JC020234	ED463015
JC020235	ED463016
JC020236	ED463017
JC020237	ED463018
JC020238	ED463019
JC020239	ED463020
JC020240	ED463021
JC020245	ED463022
JC020247	ED463023
JC020249	ED463024
JC020252	ED463025
JC020253	ED463026
JC020254	ED463027
JC020255	ED463028
JC020256	ED463029
JC020257	ED463030
JC020260	ED463031
JC020261	ED463032
JC020262	ED463033
JC020265	ED463034
JC020266	ED463035
JC020268	ED463036
JC020272	ED463037
JC020273	ED463038
JC020274	ED463039

PS - Elementary and Early Childhood Education

PS030069	ED463040
PS030080	ED463041
PS030108	ED463042
PS030129	ED463043
PS030130	ED463044
PS030136	ED463045
PS030137	ED463046
PS030138	ED463047
PS030139	ED463048
PS030142	ED463049
PS030143	ED463050
PS030144	ED463051
PS030145	ED463052
PS030146	ED463053
PS030152	ED463054
PS030178	ED463055
PS030182	ED463056
PS030183	ED463057
PS030184	ED463058
PS030185	ED463059
PS030186	ED463060
PS030187	ED463061
PS030189	ED463062
PS030190	ED463063
PS030191	ED463064
PS030205	ED463065
PS030206	ED463066
PS030207	ED463067
PS030208	ED463068//
PS030209	ED463069
PS030210	ED463070
PS030211	ED463071
PS030212	ED463072

PS030213	ED463073
PS030214	ED463074//
PS030215	ED463075
PS030216	ED463076
PS030217	ED463077
PS030219	ED463078//
PS030221	ED463079
PS030222	ED463080
PS030223	ED463081
PS030224	ED463082
PS030226	ED463083
PS030229	ED463084
PS030230	ED463085
PS030233	ED463086
PS030234	ED463087
PS030235	ED463088
PS030237	ED463089
PS030242	ED463090
PS030245	ED463091
PS030246	ED463092
PS030247	ED463093
PS030248	ED463094//
PS030249	ED463095//
PS030250	ED463096
PS030251	ED463097

RC - Rural Education and Small Schools

RC023349	ED463098
RC023376	ED463099
RC023380	ED463100
RC023384	ED463101
RC023404	ED463102
RC023405	ED463103
RC023406	ED463104
RC023407	ED463105
RC023408	ED463106
RC023409	ED463107
RC023410	ED463108
RC023411	ED463109
RC023412	ED463110
RC023413	ED463111
RC023414	ED463112
RC023415	ED463113
RC023416	ED463114
RC023417	ED463115
RC023418	ED463116
RC023419	ED463117
RC023420	ED463118
RC023421	ED463119
RC023422	ED463120
RC023423	ED463121
RC023424	ED463122
RC023425	ED463123
RC023426	ED463124
RC023427	ED463125
RC023428	ED463126
RC023429	ED463127
RC023430	ED463128
RC023431	ED463129
RC023432	ED463130
RC023433	ED463131
RC023434	ED463132
RC023435	ED463133

RC023436	ED463134
RC023437	ED463135
RC023439	ED463136
RC023440	ED463137

SE - Science, Mathematics, and Environmental Education

SE065263	ED463138
SE065416	ED463139
SE065528	ED463140
SE065646	ED463141
SE065658	ED463142
SE065682	ED463143//
SE065704	ED463144//
SE065717	ED463145
SE065719	ED463146
SE065772	ED463147
SE065773	ED463148
SE065774	ED463149
SE065775	ED463150
SE065777	ED463151//
SE065782	ED463152
SE065783	ED463153
SE065785	ED463154//
SE065786	ED463155//
SE065789	ED463156
SE065790	ED463157
SE065791	ED463158
SE065792	ED463159
SE065793	ED463160
SE065794	ED463161
SE065795	ED463162
SE065796	ED463163
SE065799	ED463164
SE065815	ED463165
SE065816	ED463166
SE065818	ED463167
SE065819	ED463168
SE065820	ED463169
SE065823	ED463170
SE065826	ED463171
SE065834	ED463172
SE065835	ED463173
SE065855	ED463174
SE065866	ED463175
SE065884	ED463176
SE065885	ED463177
SE065886	ED463178
SE065887	ED463179
SE065888	ED463180
SE065943	ED463181
SE065944	ED463182
SE065945	ED463183

SO - Social Studies/Social Science Education

SO032109	ED463184
SO032158	ED463185
SO032159	ED463186
SO032182	ED463187
SO032433	ED463188
SO032486	ED463189
SO032557	ED463190
SO032558	ED463191

SO032643	ED463192
SO033301	ED463193
SO033303	ED463194
SO033304	ED463195
SO033308	ED463196
SO033309	ED463197
SO033587	ED463198
SO033589	ED463199
SO033590	ED463200
SO033591	ED463201
SO033592	ED463202
SO033593	ED463203
SO033594	ED463204
SO033595	ED463205
SO033596	ED463206
SO033597	ED463207
SO033599	ED463208
SO033619	ED463209
SO033630	ED463210
SO033631	ED463211
SO033635	ED463212
SO033637	ED463213//
SO033640	ED463214
SO033641	ED463215
SO033642	ED463216
SO033645	ED463217
SO033646	ED463218
SO033655	ED463219
SO033671	ED463220
SO033675	ED463221
SO033676	ED463222
SO033685	ED463223
SO033686	ED463224
SO033687	ED463225
SO033688	ED463226
SO033689	ED463227
SO033690	ED463228
SO033691	ED463229
SO033692	ED463230
SO033693	ED463231
SO033700	ED463232
SO033701	ED463233
SO033702	ED463234
SO033732	ED463235
SO033734	ED463236
SO033737	ED463237
SO033738	ED463238
SO033739	ED463239
SO033744	ED463240
SO033746	ED463241

SP - Teaching and Teaching Education

SP040310	ED463242//
SP040400	ED463243
SP040470	ED463244
SP040521	ED463245
SP040531	ED463246
SP040536	ED463247
SP040538	ED463248
SP040539	ED463249
SP040540	ED463250
SP040541	ED463251
SP040543	ED463252

SP040545	ED463253
SP040546	ED463254
SP040547	ED463255
SP040548	ED463256
SP040549	ED463257
SP040550	ED463258
SP040551	ED463259
SP040552	ED463260
SP040553	ED463261
SP040554	ED463262
SP040555	ED463263
SP040556	ED463264
SP040558	ED463265
SP040560	ED463266//
SP040564	ED463267
SP040575	ED463268
SP040576	ED463269
SP040577	ED463270
SP040595	ED463271//
SP040597	ED463272
SP040598	ED463273
SP040599	ED463274
SP040600	ED463275
SP040601	ED463276
SP040602	ED463277
SP040606	ED463278
SP040607	ED463279
SP040609	ED463280
SP040610	ED463281
SP040611	ED463282
SP040620	ED463283
SP040622	ED463284
SP040623	ED463285
SP040624	ED463286
SP040625	ED463287
SP040627	ED463288//
SP040635	ED463289//

TM - Assessment and Evaluation

TM033038	ED463290
TM033039	ED463291
TM033713	ED463292
TM033715	ED463293
TM033717	ED463294
TM033721	ED463295
TM033723	ED463296
TM033724	ED463297
TM033725	ED463298
TM033726	ED463299
TM033727	ED463300
TM033728	ED463301
TM033729	ED463302
TM033730	ED463303
TM033731	ED463304
TM033737	ED463305
TM033738	ED463306

TM - Assessment and Evaluation (continue)

TM033739	ED463307
TM033740	ED463308
TM033741	ED463309
TM033742	ED463310
TM033743	ED463311